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Impact of the level of women participation in the workforce on economic growth in Kuwait

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**IMPACT OF THE LEVEL OF WOMEN
PARTICIPATION
IN THE WORKFORCE ON ECONOMIC GROWTH
IN KUWAIT**

By

Sahar A .Kh. Al-Hamli

**A dissertation submitted in partial fulfillment of the
requirement for the degree of**

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In

Middle Eastern Studies

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School of Arts & Humanities

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Abstract

This study was conducted to explore the impact of the level of women in the workforce on economic growth in Kuwait. The impact on the overall economy of the state of Kuwait was tested using the rate of growth in Kuwait gross domestic product (GDP). To achieve this, a questionnaire was developed in accordance with the relevant literature review conducted by the researcher. To identify the reliable instruments, a pilot study was conducted to determine whether there was a consensus among respondents, and whether the variables identified are associated with economic growth.

Following the identification of the reliable instruments, the questionnaire was arranged according to a five-point Likert scale. Thereafter, the researcher distributed 360 questionnaires among the chosen sample (academics, policy makers, and business people) each of which received 120 questionnaires by post. 265 of the distributed questionnaires were returned, 240 of which were material and valid for the SPSS analysis.

This study complements the existing literature on the level of women in the workforce in Kuwait. It aims at providing an econometric model for the State of Kuwait. The obtained results revealed that the tested independent variables (*Education Level, Income Inequality, Foreign Direct Investment, Rate of Population Growth, Exports, Human Capital, Political Empowerment, and Technology*) significantly affect the women level in the Kuwaiti workforce, which in turn affects the *dependent variable (Kuwaiti economic Growth)*.

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Chapter 1

Introduction and overview of the research

1.0 Introduction

Women around the world face discrimination in employment and other sectors. The situation is no different in Kuwait, despite the country having made key strides in politics after four females were elected to parliament. For example, women are still barred from becoming judges and are deprived of promotion to senior posts, occupying only 17 senior posts at ministries and agencies compared to as many as 252 men.¹ This is despite the fact that Kuwaiti women account for 42.49 percent of the total national workforce. Despite this discrimination, there is recognition in Kuwait and other Gulf Cooperation Council (GCC) countries of the need to ensure that highly skilled female graduates play a full part in maximising economic and social development and in so doing, to address an important issue facing these states today – the level of female participation in the workforce.² This is because the economic and social prosperity of the GCC depends on fully utilising the skills and contribution of all citizens, including women. When women are not fully involved in the workforce, only part of the able workforce is being utilised; thus, economic resources are wasted. Gender equality allows for an increase in women in the working sector, thereby leading to an expansion of the labour force and an increase in economic productivity.³ According to comparative figures released in a report by Booz & Company on Women's Employment, Kuwait (one of the GCC member states) ranks second, with 42.49 percent of women employed, after Saudi Arabia, where 59 percent of women are employed.⁴ Although

¹ Izzak, B. (2010), 'Kuwaiti women complain of discrimination'. *Kuwaiti Times*, 9 March, 2010. Online at http://www.kuwaittimes.net/read_news.php?newsid=ODEwMDA3OTk2

² Scott- Jackson et al (2010), *Maximising Women's participation in the GCC workforce*, OSC consulting, Oxford.

³ Talwar, et al (2009) Economic Growth, University of Michigan, <http://sitemaker.umich.edu/sec006group4/home>

⁴ AlMunajjed, M. (2010), *Women's Employment in Saudi Arabia, A Major Challenge*. Booz &Co, Saudi Arabia.

the percentage of women employed in Kuwait seems high, it is low in comparison with the 51 percent of graduates who are women.

Thus, there may be an argument that an increase in the level of women in the workforce in Kuwait could increase GDP. For example, in a review of the many studies of the relationship between gender equality and GDP, Löfström calculates that if women in the EU were to participate to the same level as men, then, on average, GDP would increase by 30 percent.⁵ For Greece, with a lower current participation by women of around 20 percent, the potential GDP increase is over 45 percent. In the UK, women contribute around 30 percent of growth and 30 percent of GDP. This is broadly equivalent to the percentage of women in the workforce.⁶ This evidence is consistent with the finding in the US that significant increases in labour productivity have been ascribed to increases in the employment levels of women.⁷ However, other studies argue that evidence for the relationship between increases in women's labour force participation and increases in national productivity and economic production is mixed. This is because within more developed countries, the link between women labour participation and economic development receives strong empirical validation, whereas within less developed countries the evidence is sparse.⁸

Thus, given the evidence of the impact of the level of women in the workforce on GDP in the UK, Greece, the EU and USA, the potential impact of the increase in the level of the women workforce in Kuwait could be substantial in the light of the fact that the current level is lower than it should be. Consequently, extant debate and research is centered on how to increase the level of women in the workforce in Kuwait and other GCC countries.⁹ However, one important area that the research has not addressed in respect of Kuwait is the impact of the

⁵ Löfström, A. (2009), 'Gender Equality, economic growth and employment'. Swedish Ministry of Integration and Gender Equality. Online at http://www.se2009.eu/polopoly_fs/1.21862!menu/standard/file/Presentation%20by%20%C3%85sa%20L%C3%B6fstr%C3%B6m.pdf; A1 Saudi Arabia (2009), 'Work from home new job trend in Kingdom'. October 26th 2009. Online at <http://www.a1saudiarabia.com/Work-from-home-new-job-trend-in-Kingdom/>

⁶ Scott- Jackson et al (2010), 'Maximising Women's participation in the GCC workforce'. OSC Consulting, Oxford.

⁷ Ibid.

⁸ Mincer, J. (1985), 'Inter-country Comparisons of Labor Force Trends and of Related Developments'. *Journal of Labor Economics*, 3, pp. S1-S32.

⁹ AlMunajjed, M. (2010), *Women's Employment in Saudi Arabia, A Major Challenge*. Booz &Co, Saudi Arabia.

low level of women in the workforce on the Kuwait economy. As a result, the broad aim of this thesis is to fill that gap by modeling the effect of the current level of the women workforce on the rate of growth in the Kuwaiti gross domestic product (1990-2005). The study will also supplement the economic models of the impact of the level of women in the workforce on GDP, by means of a questionnaire survey of 360 distributed among managers and heads of sections, and employees operating under the umbrella of the ten largest enterprises in Kuwait, five of which are private and the remaining five from the public sector. It is anticipated that follow-up personal interviews may also be undertaken if, after the questionnaire survey, there are issues that need clarification. People interviewed in the follow-up personal interviews will be those who have indicated their willingness to participate in the questionnaire survey. In sum, the study is significant for the state of Kuwait as it aims at set the scene for an econometric model for Kuwait to be achieved.

1.1 Objectives of the study

The objective of the study is to investigate the impact of the level of women in the workforce on Kuwaiti economic growth, and by applying the anticipated results of the model designed to test such impact, to assess the impact on the overall economy of the state of Kuwait by using the rate of growth of Kuwaiti gross domestic product (GDP); GDP being considered one of the measures that reflect the status of the economy. Specifically, the objective of the study will be achieved by:

- 1) Providing a theoretical framework as to how the so-called women level in the workforce combines with certain variables to contribute a great deal towards economic growth.
- 2) Subjecting the relevant data collected via the postal questionnaire to a package of statistical tests using the SPSS as posted in the study model, to test the validity of the proposed hypothesis of the thesis, formulated in a way that expresses the impact of the level of women in the workforce in the context of education level; income inequality; foreign

direct investment; rate of population growth; exports; human capital; political empowerment; technology; and the rate of growth in GDP.

3) Face-to-face interviews with five academics, five policy makers and business people, to gain some more insights arising from the questionnaire responses. In particular, the face-to-face interviews will seek to ascertain the reasons why the three group's surveyed think there is – or is not – a relationship between economic growth and the ten factors included in the postal questionnaire.

1.1.1. Significance of the Study

The current study is significant in a number of ways. First of all, by investigating the impact of the level of women in the workforce on the economic growth of Kuwait, and consequently by applying the anticipated results of the model designed to test such impact, the thesis attempts to provide insights of the impact of women level of participation on the overall economy of the state of Kuwait. This would add to the existing research. Second, the thesis's examining of whether a U-shaped or positive relationship exists between the level of women employment and economic growth in Kuwait should help decision makers to reconsider the socio-economic structure of Kuwait. Third, by supplementing econometric modeling, the thesis provides insight into the views of knowledgeable people on the impact of the low level of women employment on the Kuwait economy. An area that would add to the quantitative data collected.

1.2 Summary of the research method

This section summarises the research methodology that will be adopted in this study.¹⁰

Figure 1 provides a procedural flow chart of the various steps in this research, from the literature review to data collection and analysis. The research process comprises a number

¹⁰ A full description of the research methodology is provided in Chapter 5.

of steps. The first is concerned with a literature review in order to identify any gap in the literature. After identifying what has been investigated by existing research, and the gap that the current research seeks to fill, the second step is to lay out the various theories on economic development that will be used as a framework to undertake the research. This will be followed by the third stage of the research: identifying variables that may have an impact on economic growth in the context of Kuwait. At the same time, the sample of organisations and individuals that need to be interviewed will be identified. It will be necessary to take into account the expertise of the organisations to be approached and also the expertise of the individuals. To develop the questionnaire it will be necessary to consult with the relevant specialists (concerned with women issues), academics and the research supervisor.

The fourth step to be undertaken is a pilot study which will involve analysing the responses using non-parametric tests (e.g. the Kruskal-Wallis test) to determine whether there is a consensus among the respondents as to whether the variables identified are associated with economic growth. Following the analysis of the responses from the postal questionnaire pilot study, a few academics, policy makers and business people will be approached for face-to-face interview with regard to their views on the impact of the level of the female workforce on the Kuwait economy. The results of the pilot study will be analysed to identify any limitations in the process. Analysis of the pilot study will use non-parametric tests since the data gathered at that stage may not have the properties of the normal distribution required for more advanced parametric tests. The fifth stage will involve amendments to the questionnaires in the light of the results of the pilot study. This may also include the dropping of some questions included within the pilot study. At the same time the variables used in the regression analyses may also be examined for fit within the model. This may result in the addition or removal of some of the variables included in the pilot study. The period of analysis may also be varied depending on the findings of the pilot study.

Following the changes to the questionnaire, an ANOVA regression model will be run on the results of the postal survey. This will be followed by 15 face-to-face interviews with those

individuals who have indicated their willingness to participate on the postal questionnaire. The data analysis is expected to involve descriptive statistics such as the means, median and ranges.

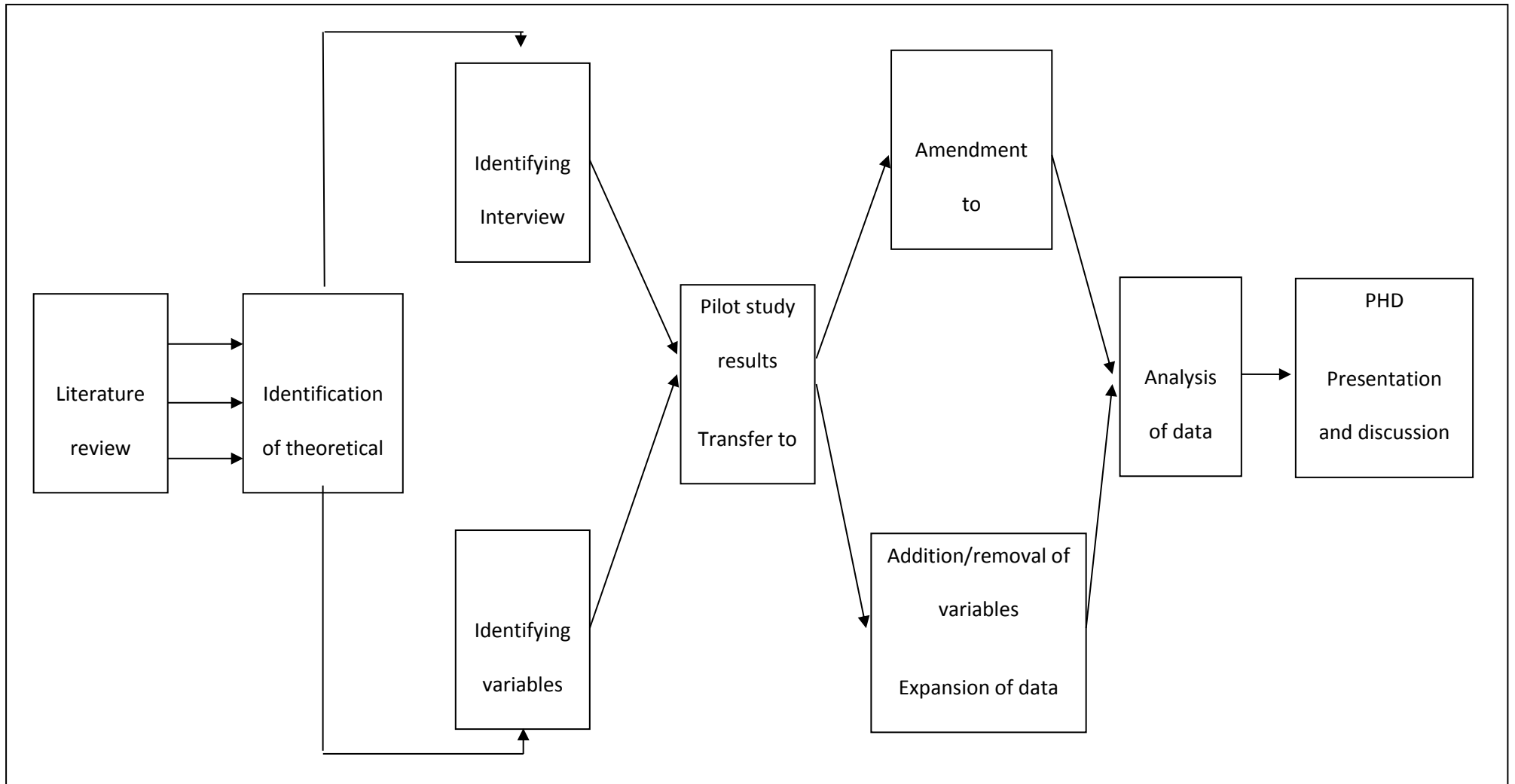


Figure 1: Research methodology flow chart

1.2.1 Non-parametric tests

Non-parametric methods involve, generally, two types of tests: inferential tests and tests of association (Hickey, 1986). Inferential tests are used when the research is directed towards making comparisons between groups, e.g. a comparison of the difference in the extent of disclosure by two groups using the Mann-Whitney test. Tests of association refer to the degree of connection between changes in one variable and changes in another variable. For example, testing the relationship between primary education enrolment rates and an increase in gross domestic product using Spearman's Rank Order test, is a test of association. One type of non-parametric test that may be performed is the Mann-Whitney (M-W) Test. The M-W test applies a two-sample rank test on the difference between two population medians. For example, let η_1 be the median of the first population and η_2 the median of the second. The Mann-Whitney tests $H_0: \eta_1 = \eta_2$ versus $H_1: \eta_1 \neq \eta_2$. The Mann-Whitney test assumes the data are independent random samples from two populations that have the same shape and a scale that is at least ordinal. These assumptions are weaker than for the pooled t test, which assumes interval data from approximately normal populations with the same variance.

Another Mann-Whitney test that can be used is Spearman's Rank Correlation Test. The Spearman Rank Correlation involves the ranking of each company included in the data for each of the variables of interest. The rank order for each company is then presented as an ordered array and comparisons between variables can be made. The question to be answered is: are the companies ranked in the same manner for the variables? Spearman's Rank Order correlation coefficient, also known as rho (ρ) is a measure of association between pairs of ordinal variables for a set of cases. If a company is ranked high (or low) on an independent variable, one can predict that the case will also be ranked high (or low) on the dependent variable.

1.2.2 Multiple regression

To examine the effect of the level of women in the workforce on the economy, multiple regression techniques will be used. The technique has many assumptions. One assumption is that there is no multicollinearity. Multicollinearity exists when there is a strong correlation

between two or more predictors in a regression model.¹¹ High levels of collinearity increase the probability that a good predictor of the outcome will be found non-significant and rejected from the model.¹² In order to identify the problem of multicollinearity, three tests will be conducted involving an examination of the correlation matrix to determine whether the independent variables are significantly correlated. It is suggested that multicollinearity problems are considered harmful only when they exceed 0.8 or 0.9. Since multicollinearity can still exist even when none of the bivariate correlation coefficients is very large, other diagnostics involving an examination of the Variance Inflation Factor (VIF) and tolerance values will also be conducted¹³. The VIF indicates whether a predictor has a strong linear relationship with other predictors.¹⁴ It has been suggested that VIF values should create a problem only when they reach values of 10.¹⁵ Another statistic which will be examined is the tolerance statistic – the reciprocal of the VIF.

Another assumption of multiple regressions is that data is normally distributed. To assess the extent of the problems associated with normality of the data, histograms, stem-and-leaf plots, and normality probability plots will be constructed for each continuous dependent and independent variable. Standard tests on skewness and kurtosis, and Kolmogorov-Smirnov tests of normality will also be used to determine whether the sample came from a normal population. If it turns out that normality assumptions are not met, data will be transformed into natural logarithms.¹⁶ A third assumption of OLS multiple regressions is that of linearity. To check the assumption of linearity, the scatter plots of the residuals produced by SPSS will be examined. It is assumed that the residuals will have a linear relationship with the predicted dependent variable scores, and that the variance of the residuals is the same for all predicted scores.¹⁷ If funnel pattern is observed, then the linearity assumption is violated, and where there are extreme deviations the problem is overcome by transforming that

¹¹ Koutsoyiannis, A. (1972), *Theory Econometrics: An Introduction Exposition of Econometrics Methods*. MacMillan.

¹² Wright, D.B. (1997), *Understanding Statistics: An Introduction for the Social Sciences*. Sage, London.

¹³ Pallant, J. (2001), *SPSS Survival Manual: A step by step guide to data analysis using SPSS for Windows (Versions 10 and 11)*. Open University Press, Buckingham: McGraw-Hill; Myers, S.C. (1977), 'Determinants of Corporate Borrowing'. *Journal of Financial Economics*, Vol. 5 (1), pp. 147–175.

¹⁴ Field, A. (2000). *Discovering Statistics Using SPSS for Windows*. Sage Publications.

¹⁵ Neter, J., W. Wasserman and M. Kunter (1983), *Applied Regression Models*. Homewood, Illinois.

¹⁶ Cooke, T.E. (1998), 'Regression Analysis in Accounting Disclosure Studies'. *Accounting and Business Research*, Vol. 28 (3), pp. 209-224

¹⁷ Coakes, S.J. and L.G. Steed (2001), *SPSS Analysis without Anguish, Version 10.0 for Windows*. John Wiley, Brisbane.

data.¹⁸ Mild deviations from linearity are not considered serious.¹⁹ The final assumption of the OLS multiple regression to be considered will be homoscedasticity. Homoscedasticity refers to a situation where the variability in the scores for one variable is roughly the same at equivalent values of the other variable.²⁰ It is concerned with how the scores cluster uniformly about the regression line. The assumption of homoscedasticity is checked by a visual examination of the standardised residual scatterplots produced by the SPSS. If the residuals appear to be randomly scattered around the regression line, then the equal variance assumption is satisfied. If this assumption is violated, data may be transformed.²¹

1.2.3 The Multiple Regression model

The Ordinary Least Squares Regression (OLS) model will be used to test the hypothesised impacts. The OLS regression model is considered appropriate because the dependent variable (GDP growth) is measured on an interval scale. The following OLS regression equation will be estimated:

$$\text{GDP} = \beta_0 + \beta_1 \text{Educfp} + \beta_2 \text{Educfs} + \beta_3 \text{Educft} + \beta_4 \text{Incoequ} + \beta_5 \text{F.Invest} + \beta_6 \text{ROPgrowth} + \beta_7 \text{Export} + \beta_8 \text{HumCap} + \beta_9 \text{Pol Emp} + \beta_{10} \text{Tech} + e_j$$

Where:

GDP	=	Growth in Gross Domestic Product
β_0 β_{11}	=	Regression coefficients defined as follows:
β_1 Educfp	=	Primary school female education enrolment ratio
β_2 Educfs	=	Secondary school female education enrolment ratio
β_3 Educft	=	Tertiary education female enrolment ratio
β_4 Incoequ	=	Income equality
β_5 F.Invest	=	Foreign direct investment
β_6 ROPgrowth	=	Rate of population growth
β_7 Export	=	Exports

¹⁸ Norusis, M.J. (1997), *SPSS for Windows: Base system user's guide, release 7.5*. SPSS Inc.

¹⁹ Coakes, S.J. and L.G. Steed (2001), *SPSS Analysis without Anguish, Version 10.0 for Windows*. John Wiley, Brisbane.

²⁰ Ibid.

²¹ Norusis, M.J. (1997), *SPSS for Windows: Base system user's guide, release 7.5*. SPSS Inc

β_8 HumCap	=	Human capital
β_9 Pol Emp	=	Political empowerment
β_{10} Tech	=	Technology
e_j	=	Error term

There are a number of model selection criteria and procedures that can be used in multiple regression analysis to select independent variables to include in the model. The main three types are: standard or forced method; the blockwise entry method; and the stepwise method.²² In the forced entry method, all the independent variables are forced into the regression model simultaneously. Each independent variable is evaluated in terms of its predictive power, over and above that offered by all the other independent variables. This approach will reveal how much unique variance in the dependent variable is explained by each of the independent variables.²³ In the blockwise entry method, independent variables are entered in order of their importance based on prior research.²⁴ Any new variables can either be entered on a forced entry basis or using the stepwise method on entry. In the stepwise method, the independent variable that is most correlated with the dependent variable is introduced into the model first. Subsequently the other exogenous variables are included one by one, on the basis of the partial correlation coefficients. The value of the t-statistics gives the decision rule about including or otherwise, a new variable in the model. A new variable is included in the model only if its t-statistic is not smaller than a critical value, and the t-statistics of the other variables that are already in the model do not diminish below that value after the inclusion of the new variable.

1.2.4 Questionnaires

In attitudinal research, three main research methodologies are available to study the phenomena under investigation. These include telephone interviews, personal interviews and questionnaire methods. In the current study, the questionnaire and personal interviews methods are considered to be the most appropriate methodology for a number of reasons.

²² Pallant, J. (2001), *SPSS Survival Manual: A step by step guide to data analysis using SPSS for Windows (Versions 10 and 11)*. Open University Press, Buckingham: McGraw-Hill.

²³ Ibid.

²⁴ Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

Firstly, questionnaires are the most widely used data collection technique in attitudinal research. Secondly, the objective of the survey was to obtain an overall picture of the perceived impact of the level of the women workforce on the Growth of the Kuwaiti economy and therefore the questionnaire method provides an efficient way of creating the data (mean rating) required for weighting the opinion of the respondents. Furthermore, through a questionnaire survey, a large number of people can be surveyed easily. Finally, the questions are exactly identical for all participants and therefore the findings are to a large extent generalisable. Personal interviews will also be used as follow-on to the questionnaire survey. Ethical considerations will have to be taken into account if the interviews are to be recorded. For example, the participants will be asked in advance to consent to the interview being recorded, and assured that the interview will not be used to identify them in any way and that it will only be used for the purpose of the research. The main advantage of this is that it is possible to capture some of the opinions that individuals fail to express in a questionnaire, in most cases because they do not have time to write. A follow-up interview is also important in this case because there are some issues that may arise in the questionnaire responses that are difficult to explain. The follow-on, face-to-face interviews can be used to clarify these issues.

Questionnaires can be administered in three different ways; namely, face-to-face, by telephone or by mail.²⁵ Each of these techniques has advantages and disadvantages and these can be compared in terms of the response rate, ability to produce a representative sample, limitations on questionnaire design, quality of responses and implementation problems.²⁶ Mail questionnaires are particularly criticised for poor response rates and the quality of responses.²⁷ However, all these limitations can be mitigated by good techniques in questionnaire design and mailing out procedures. While it is accepted that there are disadvantages associated with the mail questionnaire, there are also a number of advantages. Firstly, by using the mail questionnaire, it is possible to obtain a large enough

²⁵ With technological advances, questionnaires are also administered electronically by email. A review of evidence suggests that response rates are good (see Sheehan and McMillan, 1999; Schaefer and Dillman, 1998; Wade and Parent, 2002).

²⁶ de Vaus, D.A. (1992), *Surveys in social research*. Allen and Urwin: London.

²⁷ Kerlinger, F.N. (1986), *Foundations of Behavioral Research*, 3rd Edition. New York.

sample to reduce sampling error to acceptable levels.²⁸ Secondly, the costs are normally considerably less for a mail questionnaire than face-to-face interviews.²⁹ Finally, the mail questionnaire does not introduce interviewer bias – a potential problem for both face-to-face and telephone interviews. Accordingly, the mail-based questionnaire approach is the preferred method of data collection.

1.3 Literature review

Kuwait is a small country with massive oil reserves, whose economy has been traditionally dominated by the state and its oil industry. Kuwait's citizens (86% employees) benefit from the generosity of welfare financed by oil revenues (52% of GDP in 2011, more than 95% of budgetary revenue) state. The country, which has the 6th oil reserves in the world, releases considerable surpluses (\$ 47 billion for the fiscal year 2011-2012) that allow it to invest heavily abroad with some success (44 billion dollars IDE and \$ 120 billion in investment portfolios over the period 2004-2010). The nominal GDP of the emirate, estimated at \$ 177 billion for the 2011-2012 fiscal year, instead Kuwait 3rd largest country CEEAG tied with Qatar, behind Saudi Arabia (\$ 560 billion) and the United Arab Emirates (\$ 358 billion). GDP per capita (\$ 46 495 in 2011) instead Kuwait 2nd highest in the GCC, behind Qatar³⁰.

Inflation remains at a reasonable level and controlled (2.9% on average in 2012, given the weight of imported foods). The balance of trade balance showed a surplus of nearly \$ 58.8 billion for the 2011-2012 fiscal years (against just under \$ 48 billion in 2010-2011). Because of its high sensitivity to the oil market, the global crisis has had a severe impact on the economy in 2009: GDP fell by 5.2%. But with the recovery in oil prices and increasing production, GDP is rising again in 2010 to reach \$ 177 billion for the 2011-2012 fiscal year. Growth was 8.3% in 2011 and 6.3% in 2012. The economy remains poorly diversified despite government announcements of capital investment required for the development of the country. Implementation of the 2010-2014 quadrennial development of \$ 127 billion was

²⁸ Dillman, D. (1991), 'The Design and Administration of E-mail Surveys', *Annual Reviews of Sociology*, Vol. 17, pp. 225-249

²⁹ Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. John Wiley and Sons Inc: Chichester.

³⁰ Fedderke, Johannes, and Robert Klitgaard. "Economic growth and social indicators: an exploratory analysis." *Economic Development and Cultural Change* 46, no. 3 (1998): 455-489.

passed in 2009. The implementation has been slow but the first major projects of 2010-2014 development plan was launched in the second half of 2011, marking a turning point in the economic life of Kuwait

Hydrocarbon industries accounts for a great percentage of the Kuwaiti economy. Like most GCC countries that are greatly reliant on rents from hydrocarbon sales, Kuwait suffers from the rentier phenomenon of excessively high domestic labour cost. According to the NOREF Policy Brief³¹, Kuwait, like all GCC countries has been unable to diversify its economy away from a dependence on oil and gas and related industries such as petrochemicals. This has resulted in aggravating the phenomenon of dependence on hydrocarbons. Current government payments made to citizens have a perverse effect in terms of incentives, and tend to undermine the private sector. It has also been noted that the breakeven price of oil for balancing these governments' respective budgetary commitments has risen considerably in the last two years. It is believed that if oil prices fall precipitously, as they did for much of the 1990s, Kuwait would face considerable financial constraints. This reliance on hydrocarbon sale plays a vital role in determining the GDP in Kuwait and other GCC countries.

The primary objective of this thesis is to investigate whether the current low level of women in the workforce has an impact on the Kuwait economy. This is because there is evidence to suggest that the number of women who could work is much higher than the number who does, for cultural, religious and economic reasons. As such, there is no employment gender equality in Kuwait as women are at a disadvantage when it comes to the labour market. It is, therefore, important to review the literature on the relationship between gender equality and economic growth as a prelude to the investigation by this thesis of the impact of the level of the women workforce on the Kuwaiti economy. Gender equality is a multidimensional term embracing economic, cultural and social dimensions alike. However, three important aspects of gender equality are: equal right to education, equal right to work and equal right to pay (salary and benefits). The right to education is an essential condition of labour market

³¹ NOREF Policy Brief (2012) "Overview of the smaller GCC states (Kuwait, Bahrain, Oman, Qatar, UAE) and the effect of the Arab Spring uprisings" Norway: Norwegian Peace building Recourse Center.

equality. If women or men are discriminated against in terms of access to education, society's human capital is not being used rationally³².

As noted above, at present there are major differences in the levels of labour force participation as between women and men in Kuwait. This is mainly due to the Kuwaiti cultural and institutional environment that prevents more women being employed and occupying more senior positions. As a result, women have been expected to perform most of the work in the home as a matter of course. Finally, it is also a generally known fact that women have lower pay levels than men, which reflects the differing conditions and circumstances under which women and men live. This applies to everything from the unequal sharing of household work to pay discrimination against women in the labour market. However, since economic development can be impacted by factors other than gender, the chapter will also review the literature pertaining to these other factors. The rest of the chapter is organised as follows: the relationship between women workforce and economic growth is examined first. This is followed, in section 1.3.2, by a discussion of studies on the influence of women's education on economic development. Section 1.3.3 examines literature on income inequality and economic growth. This is followed, in section 1.3.4, by a discussion of other determinants of economic growth. In section 1.3.5 the limitations of existing research and the need for further research is discussed. The final section is a summary and conclusion.

1.3.1 Women in the workforce and economic growth

There is limited and inconclusive evidence on the relationship between women in the workforce and economic growth. This is consistent with the view that 'a subject that has not been investigated in great detail is the impact of gender inequality in employment and pay on economic growth'.³³ The relatively small theoretical literature on the subject yields conflicting results.³⁴

³² Löfström, Å. (2009), 'Gender equality, economic growth and employment'. Online at www.se2009.eu/polopoly_fs/1.17994!menu/.../file/EUstudie_sidvis.pdf

³³ Klasen, S. and F. Lamanna (2009), 'The Impact of Gender Inequality in Education and Employment on Economic Growth: New Evidence for a Panel of Countries', *Feminist Economics*, 15: (3), 91 — 132.

³⁴ Blecker, R. and S. Seguino (2002), 'Macroeconomic Effects of Reducing Gender Wage

While there is some empirical literature suggesting that high earnings gaps, combined with high female labour force participation rates, helped spur export-oriented economic growth in some Asian countries, there has not been a thorough empirical investigation of the role of gender gaps in employment on economic growth, and the few existing studies have to be treated with caution due to problems of endogeneity, unobserved heterogeneity, and poor data availability and quality³⁵.

Earlier studies suggested that a U-shaped relationship existed between female workforce activity and economic development.³⁶ The study by Durand was based on Indian data and the 1950 census data from the United Nations. The study concluded that the employment gains of women in the emerging sectors of the economy were retarded by conditions of high male unemployment and underemployment that often occur in conjunction with the early stages of economic development. In another study it was also suggested that the U-shaped connection between women workforce and economic development was the result of changes in women's employment opportunities and qualification as economic development proceeded. In the early stages of economic development, the study suggested, employment opportunities for women decline with the contraction of the agricultural sector and other primary industries where the traditionally female participation rates are relatively high. The female participation rate eventually rises with economic development as women become better educated and modern industries and occupations become larger and more sympathetic, respectively, to female workers. But this occurs only after an interim period (the bottom of the U-shape), both because women are at a disadvantage in the newly developed labour market compared to men due to relatively low education, and the relatively small number of employment opportunities in new industries and occupations.³⁷

The relationship between female participation rates and economic growth was also investigated using national data from the 1980s for about 100 countries, for women aged 45

Inequality in an Export-Oriented, Semi-Industrialized Economy', *Review of Development Economics*, 6(1), 103–119, 2002

³⁵ Seguino, S. (2000), 'Accounting for Gender in Asian Economic Growth', *Feminist Economics* 6(3): 27–58

³⁶ Sinha, J.N. (1965), 'Dynamics of female participation in economic activity in a developing economy'. United Nations World Population Conference, document WPC/285, Session A.5

³⁷ Durand, J. (1975), 'The labour force in economic development'. Princeton, NJ. Chicago: University of Chicago Press, pp.61-90

– 59.³⁸ The study used a theoretical model to explain why the impact of female labour participation rates assumed a U-shape. The theoretical model assumed that there is a stigma attached to women entering the paid labour force in manual labour in a country's early stages of economic development that decreases women's labour force participation. Once the country has advanced enough that women's education attainment is high, women can then enter the non-manual labour force where less stigma is attached. The study's findings revealed a U-shaped impact with regard to economic development, when the natural log of per-capita GDP or years of adult male schooling are used as proxies for economic development. A further study by Clark, York and Anker on the impact between female participation rates and economic development examined the labour force activity of women between 1970 and 1990 using several existing sources including the International Labour Office (ILO), the United Nations and World Bank.³⁹ To examine the age-specific labour participation rates, the study sorted the countries into low-, middle- and high-income groups based on their per capita gross national product. The study observed a U-curve for each of the three years and the three age groups.

Studies undertaken in the past decade continue to support the notion of the U-shaped relationship between economic growth and women participation rates. For example, Banerjee and Duflo described the correlations between inequality and the growth rates in cross-country data.⁴⁰ Using non-parametric methods, we show that the growth rate is an inverted U-shaped function of net changes in inequality: changes in inequality (in any direction) are associated with reduced growth in the next period. The estimated impact is robust to variations in control variables and estimation methods. This inverted U-curve is consistent with a simple political economy model but it could also reflect the nature of measurement errors, and, in general, efforts to interpret this evidence causally run into difficult identification problems. We show that this non-linearity is sufficient to explain why

³⁸ Goldin, C. (1995), 'The U-shaped female labour force function', in Schultz, T.P. (ed.) 'Economic Development and Economic History, Investment in Women's Human Capital'. Chicago: University of Chicago Press, pp. 61-90

³⁹ Clark, R.L., A. York and R. Anker (2004), 'Cross-national analysis of women in the labour market', in 'Women in the labour Market in changing economies – demographic issues'. Garcia, B., Aker, R. and Pinnelli, A. (eds). Oxford University Press.

⁴⁰ Banerjee, A. and E. Duflo (2003), 'Inequality and Growth: What can the data say?' *Journal of Economic Growth* 8 (3), 267-299

previous estimates of the impact between the level of inequality and growth are so different from one another.

It has also been argued that when a country begins developing, inequality may initially increase (measured as income), since the men but not the women enter the labour market and boost their incomes. Not until later, when women's participation rate starts to rise and their incomes increase, will the gender inequality decrease.⁴¹ Another approach, Gender and Development (GAD), differs from most in arguing that gender inequality will persist despite economic development and that it may also increase as the economy grows. The explanation for this is that differences between women and men are more consequences of norms, traditions, family perceptions, discrimination, structures and legislation than of economic growth. Contrary to the U-shaped connection between gender and economic development discussed above, there are those who argue that the impact is positive. The main argument is that gender discrimination against women in the marketplace reduces the available talent in an economy, which has negative economic consequences. Gender discrimination takes many forms. Many social practices seen as *normal* from a religious or cultural point of view (which may have deep historical roots) leave women out of the economic mainstream. These social practices may have profound economic consequences because they do not allow society to take advantage of the talent inherent in women.⁴²

The study by Esteve-Volart modeled gender discrimination as the complete exclusion of females from the labour market or as the exclusion of females from managerial positions. The distortions in the allocation of talent between managerial and unskilled positions, and in human capital investment, were analysed. It was found that both types of discrimination inhibit economic growth; and that the former also implies a reduction in per capita GDP, while the latter distorts the allocation of talent. This evidence, therefore, contradicts the U-shaped impact that some of the studies previously discussed have found. This is perhaps

⁴¹ Löfström, A. (2009), 'Gender Equality, economic growth and employment'. Swedish Ministry of Integration and Gender Equality.
http://www.se2009.eu/polopoly_fs/1.21862!menu/standard/file/Presentation%20by%20%C3%85sa%20L%C3%B6fs%20tr%C3%B6m.pdf

⁴² Esteve-Volart, B. (2004), 'Gender Discrimination and Growth: Theory and Evidence from India.' London School of Economics.

why some studies suggest that the evidence on the impact of level of women employment is conflicting.

1.3.2 Education and economic growth

Another form of gender inequality that may have an impact on economic growth is education. A study by Subbarao and Raney addressed the estimation of these social gains from female education⁴³. The paper examined the role of female education (measured by gross enrolment rates at the secondary level) relative to, and/or in combination with, some health and family planning services that influence fertility and infant mortality. It used reduced-form estimation of the total fertility rate (CMR) and infant mortality rate (IMR). The study presented cross-country regressions based on data drawn from 72 developing countries. The results of the study generally showed that female secondary education, family planning, and health programs all affect fertility and mortality, and the effect of female secondary education appears to be very strong. Moreover, the results suggested that family planning will reduce women tendency to have children more when combined with female education, especially in countries that had low female secondary enrolment levels. The elasticity's of fertility and infant mortality with respect to female education substantially exceeded those with respect to family planning and health programs when the elasticity's were estimated with appropriate controls. The simulations in the paper were based on using gross enrolment rates for secondary education from 1975, which the study considered a more plausible scenario than with 1970 enrolment rates. In the equation, the study found that family planning was significant when associated with female secondary education. The study suggested that the effect of family planning should be evaluated with reference to specific education levels. The simulations suggest that a doubling of female secondary enrolments (from the mean of 19 percent to 38 percent) in 1975 would have reduced the total fertility rate (IAFRi) by 1985 from 5.3 to 3.9, whereas a doubling of the 'family planning service score' (from 25 percent to 50 percent) in 1982 would have reduced the TFR by 1985 from 5.5 to 5.0. The results of the simulation by the study also suggested that the implications of female secondary education for reducing the IMR were striking. For example, a doubling of female secondary enrolments

⁴³ Subbarao, K. and L. Raney (1995). 'Social Gains From Female Education: a Cross-National Study'. *Economic Development and Cultural Change*, 44, 105-28

in 1975 from the mean of 19 percent to 38 percent would have reduced the IMR from 81 to 38, whereas halving the ratio of population per physician would have reduced the IMR from 85 to 81. A doubling of GDP per capita from \$650 to the median level of \$1300 would have reduced IMR from 98 to 92.

According to Seguino, several other cross-sectional analyses find that female educational attainment has a positive effect on economic growth⁴⁴. For example, a study by Benavot investigated the impact of gender differences in education on economic growth from 1960 to 1985.⁴⁵ It compared the long-term effects of female versus male educational expansion at the mass (primary) and elite (secondary) levels after controlling for a number of important intervening variables. Alternative hypotheses were tested using a sample of 96 countries which included 20 developed and 76 less developed countries. A panel regression methodology was used to investigate the long-term effects of the enrolment rates of males and females at the primary and secondary levels.

The results of the study revealed that when the intervening variables were omitted, primary and secondary education had a strong and significantly positive impact on economic growth, and tertiary education had a significant negative effect.⁴⁶ When the intervening variables are included, the direction of each of the educational effects remains the same, but the only variable to attain significance is primary education. The pattern of educational effects/positive effects of mass education and negative and weak effects of higher education is basically similar to that reported in earlier studies.⁴⁷ The finding that the economic impact of secondary education was weaker than previously reported was probably due to differences in the size of the sample, specification of the model, and the historical period that was examined.

⁴⁴ Seguino, S. (2000), 'Gender Inequality and Economic Growth: A Cross-Country Analysis'. *World Development*, Vol. 28, No. 7, pp. 1211-1230

⁴⁵ Benavot, A. (1989), 'Education, gender, and economic growth: A cross-national study'. *Sociology of Education*, 62 (1), Special Issue on Gender and Education, pp. 14-32

⁴⁶ Benavot, A. (1989), 'Education, gender, and economic growth: A cross-national study'. *Sociology of Education*, 62 (1) Special Issue on Gender and Education, pp. 14-32

⁴⁷ Meyer, J., M. Hannan, R. Robinson and G. Thomas (1979), 'National Economic Development 1950-1970: Social and Political Factors'. Pp. 85-116 in 'National Development and the World System', edited by J. Meyer and M. Hannan. Chicago: University of Chicago Press.

In another study by Knowles, Lorgelly and Owen, the impact of gender inequality in education on levels of GDP per capita was also investigated, treating adult male and female levels of education as separate factors of production.⁴⁸ The study is based on estimating the impact of male and female education on the long-run (or steady-state level) of GDP. They estimate these long-run level impacts based on average GDP per capita (in log form) for 1960 to 1990, which they relate to average levels of male and female education (and other averaged co-variables) for the same time period. With that they derived elasticity for female and male education on GDP which conveys by how many percentage points; a 1 percent increase in female or male education would increase the long-run level of GDP. They find that female education has a significant positive impact on average GDP levels while male education has an insignificant impact.

The study by Dallar and Gatti also investigated the impact between gender inequality in education and growth. They try to explain five-year growth intervals (1975 to 1990) controlling for the possible endogenously between education and growth using instrumental variable estimation⁴⁹. They find that female secondary education achievement (measured as the share of the adult population that has achieved some secondary education) is positively associated with growth, while male secondary achievement is negatively associated with growth. In the full sample, both effects are insignificant, but it turns out that in countries with low female education, furthering female education does not significantly promote economic growth, while in countries with higher female education levels, promoting female education has a sizeable and significant positive impact on economic growth. But these results appear to be partly driven by the choice of time period (1975 – 1990), very short panels (15 years), and the use of an unusual and arguably problematic education variable.⁵⁰

⁴⁸ Knowles, S., P.K. Lorgelly and P.D. Owen (2002), 'Are Educational Gender Gaps a Brake on Economic Development? Some Cross-Country Empirical Evidence.' *Oxford Economic Papers*, 54: 118–149.

⁴⁹ Dollar, D. and R. Gatti (1999), 'Gender Inequality, Income, and Growth: Are Good Times good for Women?' Mimeographed. Washington DC: The World Bank.

⁵⁰ Klasen, S. (2002), 'Low Schooling for Girls, Slower Growth for All?' Cross-Country Evidence on the Effect of Gender Inequality in Education on Economic Development. *World Bank Economic Review*, 16(3): 345–73

The study by Hill and King in 1995 sought to explain GNP level per capita on the basis of both the women's educational participation rate and the gender education gap.⁵¹ In examining the effects of the gender gap in education on a country's level of economic and social development, the study related GNP and indicators of social well-being to determinants that include measures of the level of education as well as the gender gap in education. The study first estimated an equation for GNP, the determinants of which are modeled within a production function framework.⁵² They, however, argued that GNP may be measured only partially, since most accounting ignores the value of home production or production in the informal sector. They also included the social indicators of male and female life expectancy, infant mortality rate, and total fertility rate to predicted GNP and to the level of female education and the gender gap in education. The study measured the level of female education by the gross enrolment rates in primary and secondary education. To represent the potential educational attainment of the current population rather than current investments in education, enrolment rates were lagged by ten years for primary education and by five years for secondary education. The study's findings showed not only that those women's educational levels had a clearly positive effect on GNP, but also that large education gaps between the sexes affected GNP negatively.

1.3.3 Income inequality and economic growth

It has been argued that inequality is an unpleasant, yet unavoidable precondition for growth. This is on the basis that inequality is necessary for the accumulation of wealth and that it therefore contains the seeds for eventual increase in everyone's income.⁵³ The argument is on the basis that in 'trickle down' economic theories, societal acceptance of inequality allows the rich to accumulate wealth faster. Some of the accumulated wealth is then redistributed, making everybody better off. On this basis Clarke investigated the relationship between

⁵¹ Hill, A. and E. King (1995), 'Women's Education in Development Countries'. Baltimore: Johns Hopkins University Press.

⁵² Lau, L. J., Dean, and F. Louat (1991), 'Education and Productivity in Developing Countries, An Aggregate Production Function Approach'. World Development Report, Working Paper, WPS 612. Washington, DC: The World Bank.

⁵³ Clarke, G.R.G. (1995), 'More evidence on income distribution and growth'. Journal of Development Economics, 47, 403-427

inequality and growth.⁵⁴ His findings suggest that inequality is negatively and significantly associated with growth. This suggests that inequality discourages growth.

Mo investigated the effect of income inequality on economic growth. Specifically, he sought to find out whether the transfer channel or human capital channel had the most impact on economic growth.⁵⁵ His argument for investigating the transfer channel was that the distributive policy is another suggested channel through which income inequality affects economic growth. The more unequal the income distribution in society, the more the income redistribution sought by a majority of the population. These redistributive policies will reduce growth by introducing economic distortions and disincentives.⁵⁶ Similarly, Mo's reasoning for investigating the human capital channel was that individual investment in education involves opportunity cost in the form of current earnings that the family unit forgoes, as well as the direct costs of education. Families with subsistence earning may be trapped in a low-education and low-income cycle since they cannot afford to invest in education. He further proposed that it is widely suggested that income inequality will therefore result in a lower rate of human capital accumulation and hence lower human capital stock and economic growth.⁵⁷ Mo concluded that income inequality has a significant negative effect on growth rate.

The study argued that although the exact weight of the channels may be controversial, the direction and pattern of the results were very clear. Among the channels suggested by recent literature, the most important is the transfer channel while the least important is the human capital channel. However, the direct impact of income inequality on the rate of productivity growth accounts for more than 55 percent of its effect on the growth rate. Mo's impression was that the effects of income inequality penetrate every aspect of an economy, significantly reducing efficiency and hence the rate of productivity growth. Rather than simply leading towards political instability, inequality can result in a general lack of trust and security as between different income classes. This insecurity impact raises transaction costs,

⁵⁴ Ibid.

⁵⁵ Mo, P.H. (2000), 'Income Inequality and Economic Growth.' KYKLOS, 53 (3), 293–316

⁵⁶ Alesina, Alberto and Rodrik Dani (1994), 'Distributive Politics and Economic Growth'. Quarterly Journal of Economics, 109: 465–490

⁵⁷ Perotti, Roberto (1993), 'Political Equilibrium, Income Distribution, and Growth'. Review of Economic Studies, 60: 755–776

reduces the gains from cooperation and increases resources directed at protecting private properties that are not directly productive.

Poverty deprives people from consuming socially productive goods and services, such as nutritious food, safe shelter and health maintenance, rather than simply depriving them of human capital accumulation. At the same time, the top income group may indulge in conspicuous consumption that may not contribute to the productivity of an economy. As a result, although the linkages of inequality with political instability and human capital accumulation are not strong, Mo did not find that inequality significantly reduces the growth rate through the productivity channel. This indicates that the effects of income inequality on economic growth are much more complicated than he had perceived and modeled.

1.3.4 Other determinants of economic growth

Although gender inequality has an impact on growth, economics literature suggests there are other factors at work. For example, one study by Levine and Renelt identified four variables that were robust in determining the growth performance of an economy.⁵⁸ These variables were the share of investment in GDP, the rate of population growth, the initial level of real GDP per capita, and a proxy for human capital. Borensztein, De Gregorio and Lee tested the effect of FDI on economic growth within a framework of cross-country regressions, utilising data on FDI flows from industrial countries to 69 developing countries over the two decades.⁵⁹ The study used foreign direct investment received by developing countries rather than the gross foreign direct investment. Their results suggest that FDI is in fact an important vehicle for the transfer of technology, contributing to growth in larger measure than domestic investment. Moreover, Borensztein, De Gregorio and Lee found that there is a strong complementary effect between FDI and human capital; that is, the contribution of FDI to economic growth is enhanced by its interaction with the level of human capital in the host country.

⁵⁸ Levine, R. and D. Renelt (1992), 'A sensitivity analysis of Cross-Country Growth Regressions'. *American Economic Review*, 82, 942–963

⁵⁹ Borensztein, E. J., J. De Gregorio and J.W. Lee (1998), 'How does foreign direct investment affect economics'? *Journal of International Economics*, 45, 115–13

Another study on the determinants of economic growth, by Chen and Fen, investigated the source of cross-provincial variations of economic growth in China.⁶⁰ A statistical analysis of data on 29 provinces, municipalities, and autonomous regions from 1978 through to 1989 confirmed the findings in the literature of empirical studies of economic growth based on cross-country empirical analyses, and uncovered some characteristics unique to China. The study found that private and semi-private enterprises, higher education and international trade all led to an increase in economic growth in China. Chen and Fen also found that high fertility, high inflation, and the presence of state-owned enterprises (SOE) reduce growth rates among the provinces.

A study by Kormendi and Meguire tested six hypotheses using post-war data from 47 countries.⁶¹ They examined the cross-sectional relationship between the mean growth rate of real product (growth) and variables suggested by the theoretical literature. The hypotheses were: (1) neoclassical hypotheses concerning the effects of the initial conditions and population growth; (2) a hypothesis concerning the effects of monetary variance; (3) a hypothesis concerning a risk-return trade-off in aggregate technology; (4) a 'supply side' hypothesis concerning the effects of government spending; (5) the Tobin-Mundell hypothesis concerning the effects of inflation on the capital stock; and (6) a hypothesis concerning the effects of increasing the 'openness' of a country with respect to international trade. Using Ordinary Least Square (OLS) regression, the study's findings suggested that economic growth is positively related to the rate of growth of population (although not homogeneous) and negatively related to real income per capita in \$US for the first year of each country's sample period (i.e. the initial conditions). In a study conducted by Black, the study found evidence that countries face a positive risk-return trade-off in their choice of productive technology.⁶² Consistent with the work in 1976 and 1980 of Barro, the study found an important negative effect of monetary variance on economic growth.⁶³ Interestingly, this seems to be the largest single contributing factor in explaining growth. The study also found

⁶⁰ Chen, B. and Y. Feng (2000), 'Determinants of economic growth in China: Private enterprise, education, and openness'. *China Economic Review*, 11, pp.1-15

⁶¹ Kormendi, R.C. and P. Meguire (1985), 'Macro-economic Determinants of Growth: Cross- Country Evidence'. *Journal of Monetary Economics*, 16(2), pp. 141- 63

⁶² Black, F. (1979), 'Business cycles in general equilibrium', unpublished MIT working paper. MIT, Cambridge, MA.

⁶³ Barro, R.J., (1976), 'Rational expectation and the role of monetary policy', *Journal of Monetary Economics*, 1-32; and Barro, R.J. (1980), 'A capital market in an equilibrium business cycle model'. *Econometrical* 48, 1393-1417.

weak evidence those countries that become increasingly open experience greater economic growth, but found no evidence that economic growth is adversely affected by growth in the ratio of government consumption to output. Contrary to the Tobin-Mundell hypothesis, the study found no evidence of a positive effect of inflation growth on economic growth, but instead found evidence of a negative effect, as predicted by Stockman.⁶⁴ Another finding of the study was the confirmation that the investment-to-income ratio has major effects on economic growth, and it showed how the variables affecting economic growth operate through the return channel or the investment channel. Finally, the study found the status of 'civil liberty' to have a marginal effect on growth and a dramatic effect on investment.

Further, Moral-Benito argues that in spite of a huge amount of empirical research, the drivers of economic growth are not well understood.⁶⁵ The paper attempts to provide insights into the growth puzzle by searching for robust determinants of economic growth. Moral-Benito proposed a Bayesian Averaging of Maximum Likelihood Estimates (BAMLE) method in a panel data framework to determine which variables are significantly related to growth. His results indicate that once model uncertainty and other potential inconsistencies are accounted for, there exist economic, institutional, geographic and demographic factors that robustly affect growth. The most robust determinants were found to be investment price, distance to major world cities and political rights. Variables which can be considered as robust include demographic factors (population growth, urban population and de-population), geographical dummies (such as the dummy for landlocked countries), measures of openness and civil liberty, and macroeconomic indicators such as the investment share of GDP and the ratio of government consumption to GDP.

Another study by Sala-i-Martin, Doppelhofer and Miller suggest that previous empirical literature on economic growth has identified a substantial number of variables that are partially correlated with the rate of economic growth.⁶⁶ The study examined the robustness of explanatory variables in cross-country economic growth regressions. Some of the variables

⁶⁴ Stockman, A.C. (1981), 'Anticipated inflation and the capital stock in a cash-in-advance Economy'. *Journal of Monetary Economics*, 8,387-393.

⁶⁵ Moral-Benito, E. (2009), 'Determinants of Economic Growth, A Bayesian Panel Data Approach'. The World Bank Development Research Group, Washington, USA.

⁶⁶ Sala-i-Martin, X., G. Doppelhofer and R.I. Miller (2004), 'Determinants of Long-Term Growth: A Bayesian Averaging of Classical Estimates (BACE) Approach'. *The American Economic Review*, 94 (4), pp. 813-835

included in the study were: primary schooling in 1960; investment price; gross domestic product in 1960; life expectancy in 1960; African dummy; population density; political rights; higher education in 1960; public investment share; European dummy; civil liberties; defense spending share; size of economy; oil-producing country dummy; land area; and capitalism. The study introduced and employed a novel approach, Bayesian Averaging of Classical Estimates (BACE), which constructed estimates by averaging OLS coefficients across models. The weights given to individual regressions had a Bayesian justification similar to the Schwarz model selection criterion. Of 67 explanatory variables investigated by the study, 18 were found to be significantly and robustly part-correlated to long-term growth, and another three marginally related. The variables were: average price of investment goods between 1960 and 1964; dummy for East Asian countries; primary schooling enrolment rate in 1960; initial level of per capita GDP; proportion of a country's area within the tropics; index of malaria prevalence; density of the population in coastal areas; life expectancy in 1960; dummies for sub-Saharan Africa and Latin America; the fraction of GDP in mining; former Spanish colonies ; number of years an economy has been open; fraction of the population Muslim and Buddhist; ethno linguistic fractionalisation; and share of government consumption in GDP. However, the strongest evidence is for the importance of primary school enrolment, the average price of investment, and the initial level of real GDP per capita.

1.3.5 Limitations of existing research and need for further research

The preceding discussion has found evidence that the level of women participation in the workforce impacts economic growth. However, there is conflicting evidence as to whether the impact of the levels of women in the workforce is U-shaped, or positive. Evidence has also been uncovered which suggests that the level of women education is correlated with growth in the economy. The reason advanced for such an impact is that as women become educated they join the workforce and hence contribute to economic growth. However, as suggested above, such an impact does not seem to hold in respect of Kuwait, since educated women do not fully participate in the job market for social and cultural reasons and due to discrimination. It is, therefore, possible that the relationship between economic growth

and the level of women employment and education may not hold. Moreover, the literature fails to uncover any evidence as to how informed individuals perceive the impact of the low level of women in the workforce on the economy. As a result, the current study will contribute to the existing research in two main ways: first, by examining whether a U-shaped or positive relationship exists between the level of women employment and economic growth in Kuwait; and second, by supplementing econometric modeling with personal interviews to get an insight into the views of knowledgeable people on the impact of the low level of women employment on the Kuwait economy. Clearly, there is need for further research to increase our understanding of the effect of the level of women employment on the economy. The next chapter will examine the issue of female empowerment in Kuwait.

Chapter 2

Female empowerment in Kuwait

2.0 Introduction

The foregoing has documented literature that shows there is a connection between gender equality and economic growth. However, it has long been argued that one of the factors that hinders economic growth is the fact that women are marginalised, prevented by their circumstances from making a fair contribution to the economy. In other words, women need to be empowered in many areas in order to make a contribution to economic growth. The purpose of this chapter is to discuss evidence of female empowerment in Kuwait. The promotion of women's empowerment as a development goal is based on the dual argument that social justice is an important aspect of human welfare, and intrinsically worth pursuing; and that women's empowerment is a means to other ends.

A recent research report by the World Bank, for example, identifies gender equality both as a development objective in itself, and as a means to promote growth, reduces poverty and produce better governance.⁶⁷ A study for the United Nations Development Program pointed in particular to the underutilisation of Arab women's capabilities as an important factor in the region's poor economic performance.⁶⁸ The report argued that Arab women remain marginalised and underutilised in all arenas, notably in terms of their economic, intellectual and leadership abilities; and it stressed that efforts to mobilise the potential of half of the population of Arab countries will have a positive impact on economic growth.

The rest of the chapter is organised as follows: The next section defines the nature of empowerment. This is followed in section 2.2 by a discussion of the extent to which women participate in politics. Section 2.3 discusses women's access to the justice system and is followed by an examination of women's personal and religious freedoms in section 2.4.

⁶⁷ World Bank (2001), 'Engendering Development: Through Gender Equality in Rights, Resources, and Voice'. World Bank Policy Research Report. Oxford: Oxford University Press.

⁶⁸ United Nations Development Programme (UNDP, 2002), Human Development Report. New York: Oxford University Press.

Women's economic rights, and equal opportunities, are discussed in section 2.5; and social and cultural rights are discussed in section 2.6. The final section is a summary and conclusion.

2.1 Definition of empowerment

Empowerment refers to increasing the spiritual, political, social, or economic strength of individuals and communities.⁶⁹ However, empowerment has also been defined as 'the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them'.⁷⁰ In respect of female empowerment, there are a number of commonly used dimensions. First, political empowerment of women – knowledge of the political system and means of access to it; domestic support for political engagement; the right to vote. Second, there is legal empowerment, which relates to the ability of a woman to know her legal rights, and domestic support for exercising them. Third, there is socio-cultural empowerment – freedom of movement, lack of discrimination against daughters and a commitment to their education. Then there is economic empowerment, which means equipping women to take control over their income, their relative contribution to family support, and their access to, and control of, family resources. Finally, there is self-esteem, which relates to self-efficacy and psychological well-being.⁷¹

2.2 Political participation

The matter of female involvement in politics at various levels has become a much-debated issue. The *Hadith* of the Prophet which says that the people who have female leaders will not succeed has been the foundation on which Islamic scholars have built their prohibition of female leadership.⁷² Female political emancipation in Kuwait has a long history. The real efforts to emancipate women politically began with the Amir of Kuwait promulgating a

⁷⁰ Bennett, L. (2002), 'Using Empowerment and Social Inclusion for Pro-poor Growth: A Theory of Social Change'. Working draft of background paper for the Social Development Strategy Paper. Washington, DC: World Bank.

⁷¹ Malhotra, A., S.R. Schuler and C. Boender (2002), 'Measuring Women's Empowerment as a variable in international development'. Background paper prepared for the World Bank Workshop on Poverty and Gender: New Perspectives. World Bank.

⁷² Sabiq, A. (1985), 'Fiqh ass-sunna', vols. I-III. Beirut, Dar al-Kitab al-Arabi.

decree, in May 1999 while he held an interregnum between parliaments, granting women the right to vote and to run for office, both in parliamentary and municipal elections. However, the decree was overturned a few months later by the parliament. As a way of protesting against parliament's decision, civil rights activists organised a series of demonstrations, during which hundreds of women stormed registration offices in an attempt to vote and to enter their names on the ballots. Kuwaiti women challenged the decision through the courts, hoping that the judiciary would deem the decision to bar women from the political process unconstitutional. However, all cases were dismissed on technicalities. The rejection sparked more mass demonstrations, and brought the issue to international attention. The government sponsored another bill that would give women the right to vote, and run; in municipal councils but again in 2003 the parliament rejected the bill.

On May 16, 2005, the parliament amended the election law to allow Kuwaiti women to vote and to hold elected office. Due to pressure from Islamist parliamentarians, however, the law requires women, both voters and candidates, to adhere to the principles and rules of Sharia.⁷³ The implications that this provision may have for women's participation in political life are still difficult to gauge. Wearing the hijab is not required for women to vote in local and national elections, but there are segregated polling stations for men and women. In 2006 two women competed in a local by-election to fill a vacant seat in the Municipal Council, and in 2006 and 2008 27 women stood in parliamentary elections but none were elected. This was, however, perhaps due to low turnout among eligible female voters, who would be more inclined to vote for other women. Women make up approximately 55 percent of eligible voters in Kuwait, but only 35 percent voted in the 2008 national elections (overall participation among eligible voters was 69 percent). In an effort to address this issue, women's rights advocates are calling for the adoption of electoral quotas to ensure women's presence in elected office.

Kuwaiti women gained access to local and national government structures in 2005, when two were appointed to the Municipal Council. The council, which controls the administration

⁷³ UNDP (2010), 'Programme on governance in the Arab region'. Online at <http://www.pogar.org/countries/theme.aspx?t=4&cid=8>, accessed 22.09.11

of public services, has ten elected members and six members appointed by the Amir. Within the national government, Massouma Al Mubarak became the first woman to hold a ministerial portfolio when she was appointed Minister of Planning and Minister of State for Administrative Development Affairs in 2005. Later, two women were appointed in subsequent restructured cabinet: Nuryia Al-Subeih was appointed Minister of Education and Higher Studies in 2007, and Modhi Al-Homoud was appointed Minister for Housing and Administrative Planning in May 2008. Neither woman wore the hijab when they were sworn in to the new cabinet, and nine Islamist parliamentarians walked out in protest at this perceived violation of the Sharia dress code. Later, the National Assembly's legal and legislative committee had threatened Ms. Al-Subeih and Ms. Al-Homoud with dismissal after finding them in violation of the election law and the constitution for their refusal to wear a hijab, indicating that female voters and candidates may be required to do so in any future elections.⁷⁴ In the recently restructured cabinet in December 2012, Miss Thekra Al-Rishidi was appointed as the Minister of Social Affairs and Labour and Dr. Rola Dashti was appointed as the minister of Planning and Development.

In 2009, Four Kuwaiti women finally won the general elections without any quota. It was the nation's determination and desire for change that led to this positive result favoring women over their female counterparts. While the majority of voters are female in Kuwait, most of the vote for those four members of the parliament came from the male rather than the female voters. It is worth mentioning that all four female members were highly educated with each one of them holding a Ph.D. degree from a reputable international university. Also, they represent the various types of women in Kuwait with one being a married woman to a foreigner (which is abnormal in the Kuwaiti society), one is divorced representing the young liberal Kuwaiti women, one is a mother and university professor and the fourth is a single woman representing the liberal Shi'ah sector. The recent elections of December 2012 resulted in having three women winning the elections and becoming members of the parliament.

⁷⁴ UNDP (2010), 'Programme on governance in the Arab region'. Online at <http://www.pogar.org/countries/theme.aspx?t=4&cid=8>, accessed 22.09.11

The Public Gathering Law (No. 65 of 1979) previously required permission from authorities prior to public meetings or rallies, but it was amended in 2006 so that citizens must simply provide notice of organised public gatherings. Neither notification nor permission is required to hold a *diwaniya*, an informal gathering in the home or a room adjacent to the home. Previously confined to the extended family and immediate local community, *diwanis* now bring together different groups of people, including politicians, and are important arenas for political activity. Only a few are open to both men and women, but during the recent election campaigns a number of women candidates visited *diwanis*, and some even held their own.⁷⁵

Formal political parties remain banned in Kuwait, but their legalisation has been repeatedly called for in recent years. There are a number of informal political groups, the most prominent of which are the National Democratic Alliance (liberal), the Islamic Constitutional Movement, and the Islamic Popular Alliance. These operate without government interference and campaign openly during national elections. Hizb al-Umma, which has recruited women, is a more controversial Islamic political party that was formed in 2005. Kuwaiti women are involved in all major political groups and occasionally serve as founding members or contributing board members, with the exception of the Islamic organisations, in which women's participation is often confined to the women's committees.

In 2006, the parliament eased restrictions on freedom of expression by amending the Printing and Publications Law (No. 3 of 1961). The amended law prohibits the imprisonment of authors and journalists without a court order and gives citizens the right to appeal in court if their applications for newspaper licenses are rejected by the government. Incitement to religious hatred, criticism of the Amir, and calls to overthrow the government, however, remain criminal acts punishable by up to one year in prison, as well as fines.⁷⁶

⁷⁵ UNDP (2010). 'Programme on governance in the Arab region'. Online at <http://www.pogar.org/countries/theme.aspx?t=4&cid=8>, accessed 22.09.11

⁷⁶ Ibid.

2.3 Access to justice

Until 2005, Kuwait lacked an institution which was devoted specifically to the enforcement of human rights, instead relying on several independent committees within different governmental bodies. In 2005, the Ministry of Justice set up a Human Rights Committee to review and address human rights violations. There is still no law or rule that will protect against gender-based discrimination, which continues even though Kuwait's constitution recognises the principle of equality among its citizens regardless of race, origin, language, or religion. It is the right of every victim to obtain the right to seek recompense through the courts, but enforcement mechanisms to ensure the implementation of judicial decisions remain weak. Access to the courts is available to all who require it, entitling them to have a lawyer and interpreter assigned by the court. Procedure codes for any criminal offences will be provided to all residents, regardless of their gender or nationality.

Kuwait's penal code is generally non-discriminatory, although it still permits reduced sentences for men who commit honor killings. In principle, all perpetrators of murder, rape, kidnapping, or violence against women are subject to penalties ranging from lengthy prison sentences to the death penalty. The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1994 was ratified by Kuwait, with reservations on Article No. 9, paragraph 2 concerning citizenship rights, and Article No. 7 with regard to equal voting rights. Some reservations were also appended to Article No. 16, paragraph 1(f), which gave equal rights to adopted children and children under guardianship, on the grounds of incompatibility with Sharia law.⁷⁷

Despite the advances in justice, women are not represented in Kuwait's judiciary. While they may hold positions as investigative judges, they are not permitted to serve as judges in court. Women account for 20 percent of the members of the Kuwait Bar Association. Women still face some degree of legal inequality in the nation, largely in relation to personal status law. The personal status law dictates that women's testimony is given less value in court proceedings. The child takes the father's nationality under Kuwaiti Islamic law. Women also

⁷⁷ Online Women in Politics (2010), 'The Struggle for Women's Suffrage'. Online at <http://www.onlinewomeninpolitics.org/suffrage.htm#kuwait>, accessed 18.9.2010

face discrimination in divorce and inheritance decisions, but these rules vary based on Shi'a and Sunni doctrine.

2.4 Personal and religious freedoms

Kuwait is an Islamic country, and the majority of Kuwaitis are Muslim – approximately 70 percent Sunni and 30 percent Shiite. Muslim women are able to practice their religion freely. Large numbers of Kuwaiti women have chosen to adhere to an Islamic lifestyle and wear the hijab, attend Islamic schools and perform the *hajj* (pilgrimage to Mecca) by their own choice. Foreign nationals – Muslims, Christians, Hindus, and Sikhs – make up about 68 percent of Kuwait's resident population. The Kuwaiti government has actively promoted religious freedom and tolerated interfaith dialogue over the years. Kuwait has kept Islam as an intrinsic part of its cultural identity and allowed others to experience Islamic values and understand the principles of Islam by reaching out to teach them. Kuwaiti women's serving as religious teachers shows their determination to put their Islamic beliefs into practice. Even non-Muslim women enjoy religious freedom in Kuwait. With regard to other religions, Kuwait has recognised officially the following Christian denominations: Roman Catholic, Anglican, Greek Orthodox, Armenian Orthodox, Coptic Orthodox, Greek Catholic, and National Evangelical.

Article 15 of the Passport Law (No. 11 of 1962) prevents a married Kuwaiti woman from holding a passport without the consent of her husband, whereas there is no need for permission for an unmarried woman over 21 years old, who is free to obtain a passport without anyone's consent. Though there are no laws banning women from travelling abroad or even visiting friends, society-based restrictions compel to notify, or obtain permission from, parents – practice varies depending on individuals and the strictness of their families. It is now possible for Kuwaiti women to enjoy relatively uninhibited freedom of movement, and they may travel abroad without a *muhamam* (male relative). With varying job situations and requirements, many companies send their female employees abroad for business trips

or conferences. Women do not have to face problems in their employment due to gender-related restrictions on travelling abroad.⁷⁸

The two different sects play a major role in the life of Muslim women in Kuwait. Among the Sunnis, personal status is regulated by the Personal Status Law No. 51 of 1984, based on the Maliki school of Sunni Islam; and for the Shiite, family law is based on the Jaafari School of interpretation. As between the two sects, women are treated differently under these two schools as regards rules relating to matrimonial law, child custody and the distribution of the family inheritance. In the Sunni family, strict laws apply to the marital rights of women; in Shiite families, its custody rights. Another main difference is that in the Sunni sect, families will allow their women to inherit a physical piece of property, whereas under Shiite law they are allowed to inherit only the property's value.⁷⁹

Socially and in personal status, the law helps the male to legitimize his domination over women, although it is the duty of every husband to care for and support his wives and children, Article No. 89 specifically indicates that a husband cannot force his wife to take up any particular employment, except where working outside the home would have a negative effect on the family name or the lives of the children. With regard to marital laws, there is inequality between men and women in Kuwait. In Islam the husband has the right to marry more than one wife, both in the Sunni and Shiite sects. The man can go ahead and take a second wife with or without even informing the first wife or getting her approval. The wife has no right to petition for divorce on the grounds that her husband has married again.⁸⁰ The law does, however, forbid the husband from bringing his second wife to live with the first unless the first wife agrees. Even if the man takes a second wife, Article No. 85 states that both the wives should be provided for, and treated equally by, the husband. Each wife has to be cared for and allowed her right to a comfortable life, accommodation etc., and in most cases the first wife, no matter how aggrieved, will not file any complaint against her husband in

⁷⁸ Unite (2005), Kuwait. Online at <http://www.reunite.org/edit/files/Islamic%20Resource/Kuwait%20TEXT.pdf>, accessed 1.11.2010

⁷⁹ Unite (2005), Kuwait. Online at <http://www.reunite.org/edit/files/Islamic%20Resource/Kuwait%20TEXT.pdf>, accessed 1.11.2010

⁸⁰ Ibid.

court. Furthermore, a husband should not allow any adult male from among his family members, who is not related to his wife, to live with her in the same house (Article No. 86).⁸¹

The woman forfeits her custodial rights to the children if she remarries, in accordance with the rule of Islam. Likewise, if a husband divorces his wife on the grounds of her infidelity he has the right to take custody of his young children, courtesy of the family courts which are often willing to take issues of infidelity into account when judgments are made concerning the custody of the children and their upbringing. Under personal status law, it is a divorced woman's right to retain custody of her children until her sons are of 15 years old, and her daughters are married. On the other hand, Shiite family law grants divorced mother custody of her daughter until the age of nine, and the son until the age of two. Even when a woman is awarded custody rights, the child support benefits offered by the state are allocated solely to men. A woman has the right to seek a divorce if her husband is not able to maintain her financially. In such a case, the husband is granted by the judge a period of time in which to make the payment for her maintenance. If he is not able to provide the funds then the wife can file for divorce. A wife has the right to separate from her husband on the grounds of *Darar* (physical or moral injury) or if the husband has been sentenced to a term of imprisonment, and deserted her.

2.5 Economic rights and equal opportunities

Kuwaiti women comprise half the national population. It's conceded that the government gives equal opportunities in education to both genders. Kuwaiti women are able to pursue their education to a high level, which in turn facilitates their smooth entrance to the labour market. Nowadays, Kuwaiti women are working for both public and private sectors. However, their forward progress is significantly slower than that of their male peers in the public sector. A small proportion of leadership posts is occupied by females, and the percentage rate of female unemployment is higher than male. Furthermore, women's participation in the private

⁸¹ Ibid.

sector is lower than in the public sector; many work from home, or in the informal sector, supplying services such as catering and handicrafts.⁸²

Labour Law, at Article No. 23, restricts female employees from taking night shift jobs, and Article No. 24 restricts them from taking jobs that may be hazardous to their well-being. Sometimes, women's working hours and conditions are restricted in comparison with those of males. Amendments to the law were passed in 2007 that specifically prohibit women from working between the hours of 8 p.m. and 7 a.m., but exempting those employed in medicine and a few other fields.⁸³ In Kuwait, some jobs and positions are restricted to men only to protect women from being morally exploited. The authority to inspect employers, file reports, and arrest violators rests with the Ministry of Social Affairs and Labour (MOSAL). Article No. 27 of the Labour Law states that women and men performing the same type of work within the private sector must be paid equal wages. This is also applicable to those working in the public sector. Any woman who is discriminated against, or who feels that she has been treated differently, has the right to file a complaint directly with the administrative court or MOSAL. Many such complaints submitted at the MOSAL have been pending for many years, since the ministry does not have sufficient qualified staff that is capable of investigating such discrimination cases.⁸⁴

Kuwait ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1994, with a reservation for conflicts with Islamic law. Kuwait also refused to accept the authority of the international dispute resolution mechanisms created by the CEDAW. The Kuwaiti constitution prohibits gender discrimination and these provisions are generally enforced.

2.6 Social and cultural rights

Kuwait has comprehensive social security and welfare schemes and offers modern health care services to all residents, including non-citizens and migrant workers. Citizens are free to

⁸² UNDP (2012), 'Economic Empowerment of Kuwaiti Women'. Online at <http://www.undp-kuwait.org/undpkuw/projectdocs/Economic%20Empowerment%20of%20Kuwaiti%20Women-en.pdf>

⁸³ Indians in Kuwait (2010), 'Kuwait private sector labour law explained'. Online at <http://www.indiansinkuwait.com/labourlaw.asp>, accessed 18.10.2010

⁸⁴ Indians in Kuwait (2010), 'Kuwait private sector labour law explained'. Online at <http://www.indiansinkuwait.com/labourlaw.asp>, accessed 18.10.2010

participate in community life and non-Kuwaitis enjoy the right to form their own cultural associations openly. Women are generally free to make independent decisions about their health and reproductive rights, although limitations to this right exist regarding abortion. Contraceptives are readily available and affordable through government health services, and private pharmacies offer birth-control pills without a prescription. Use of contraceptives is relatively high among educated Kuwaiti women and is the leading method of family planning in the country. As a result, the overall fertility rate decreased from 2.6 births per woman in 2000 to 2.3 births in 2006.

Abortion is legal only if the pregnancy constitutes a serious threat to the health of the mother or if the child would be born with grave, unexpected, and incurable physical or mental defects. Ministerial Decree No. 55 of 1984 places strict procedural requirements on such abortions, including prior approval by the woman's husband or guardian. Even when permitted by law, doctors are reluctant to carry out the procedure due to the stiff penalties associated with abortion.⁸⁵ Any woman who deliberately kills her newborn child to avoid dishonor, as well as any person who supplies a pregnant woman with drugs or other harmful substances, with or without her consent, may be sentenced to up to ten years in prison. Women have full and equal access to health care. Health care services at government-run clinics and hospitals are generally provided free of charge or at a low cost for all residents of Kuwait, including non-citizens. Since the mid-1990s, the government and women's groups have organised campaigns to raise women's awareness about female health issues like breast cancer and osteoporosis. Although there is no reliable data available, women seem to be protected from harmful gender-based traditional practices such as virginity tests and female genital mutilation. Early marriage has become uncommon, and cross-cousin marriages are no longer widely practiced. Women are legally permitted to own their own homes, but unmarried men and women customarily live with their parents regardless of their age. Although the practice is not promoted by the government, landlords often choose to

⁸⁵ Al-Mughni, H. (2010), 'Women have full access to health care'. Online at <http://www.arabtimesonline.com/NewsDetails/tabid/96/smld/414/ArticleID/150450/refTab/96/t/Women-have-full-access-to-health-care/Default.aspx>, accessed 30.10.2010

refuse to rent to Kuwaiti women without proof that they are married. No such restrictions are applied to single foreign-born female residents of Kuwait.⁸⁶

Housing is a serious problem for Kuwaiti women, particularly divorced women from low-income groups. The Housing Assistance Law (No. 47 of 1993) is structured around the traditional notion of a family headed by men, and excludes women and unmarried men from the right to apply for government-subsidized housing. Moreover, women receive unequal treatment under the government's low-interest loan policy designed to encourage married men to build their own homes. For example, a Kuwaiti man can apply for a loan of up to 70,000 dinars (\$US 246,930) if he has been married for more than four years and has children. On the other hand, divorced or widowed Kuwaiti women with children from Kuwaiti husbands can apply for 45,000 dinars (\$US 158,700), payable by monthly installments. This disparity is commonly justified by the argument that it is the responsibility of men to support the family under Sharia.⁸⁷

The state does not provide for, or acknowledge, female-headed households as the main recipients of welfare benefits. The effects of this policy are exacerbated by the fact that there are no immediate penalties for men who do not financially support children in the custody of their divorced wives, even though such support is required by law. Low-income widows and divorced women with dependent children are entitled to monthly income supplements and rent subsidies, but only if they provide evidence that they have no-one to support them and are unemployed. The next chapter will compare the women workforce in Kuwait with other GCC countries.

2.7 Access to education

Female education is a good example of the enduring inconsistency between religion and culture. The importance of education was addressed on several occasions in *Quran* and *Hadiths*, all of which indicated that education should be highly valued.⁸⁸ In general, education

⁸⁶ *Ibid.*

⁸⁷ Freedomhouse (2010), Special Report Section, Kuwait. Online at <http://www.freedomhouse.org/template.cfm?page=384&key=171&parent=16&report=76>, accessed 17.11.2010

⁸⁸ Fareed Zainab, [1980] *Education of Arabic Women In Tradition and In Modern Society*. Egyptian Anglo Library, Cairo, pp. 34–36.

issues in Islam are viewed in the context of an obligation to acquire knowledge. The Quran and Hadiths repeatedly emphasise the role of education in a way that made it a duty of every Muslim, male or female. For example, it was stated in the Hadiths that "Seeking knowledge is a duty of every Muslim, man or woman. Another citation from the Hadiths stated, "The father, if he educates his daughter well, will enter paradise". Yet another stated, "A mother is a school, if she is educated, then a whole people are educated". In early Islamic history there were many women who had a significant role in education, such as Ayisha, Prophet Mohammed's wife, who was a famous Muslim scholar, considered one of the most important sources of the Hadiths. Another example is a woman named Nafisa who had a vast knowledge of literature, medicine and religion.⁸⁹

On the other hand, the state of Kuwait abides by the Beijing Platform for Action, which called on governments to eliminate the disparity between women and men in the right to access all forms of education, at all levels, primary, secondary and advanced, vocational labour market training, adult literacy and lifelong learning. Kuwait was one of the countries to embrace the Beijing Platform, driven by various factors including its religious emphasis on eliminating the education disparity between women and men. During 2005, female participation in science and engineering education in Kuwait reached a rate of 40 percent or higher.⁹⁰

Since the 1960s, Kuwaiti women have enjoyed access to higher education. In accordance with the 40th article of the Kuwaiti constitution, all Kuwaiti citizens are guaranteed equal, free access to all schooling phases – primary, secondary and tertiary – as well as equal access to universities and opportunities to study abroad. Significant gains have been made over the past three decades, as the percentage of young literate women today is similar to the figure for young men. Furthermore, the procedures for enrolling males and females at universities are alike, since Kuwaiti women are not required to pass through a more complicated procedure than that of their male peers, both being subject to the same admission procedures, entitling them to enroll themselves in an equally diverse range of studies.

⁸⁹ Shorish S.Zieba (2012), 'Women's Position, Role and Rights in Islam'. Online at <http://www.wapha.org/islam.pdf>, accessed on 20/3/2012, p. 2.

⁹⁰UN (2009), 'Education and Training of Women'. Online at [http://www.un.org/womenwatch/daw/Beijing/beijingat10/B.%20education%20and%20training%20of%20women%20\(sep%2009\).pdf](http://www.un.org/womenwatch/daw/Beijing/beijingat10/B.%20education%20and%20training%20of%20women%20(sep%2009).pdf)

However, at Kuwait University females are required to score higher grade-point averages (GPAs) than those of their male peers, in order to gain admission at certain colleges. For example, Kuwaiti women are required to score 3.3 GPAs to meet the requirements for enrollment in the engineering department, while their male peers are required to score only 2.8 at the same college. Such disparity in admission is usually attributed to the proportion comprised by Kuwait women of the overall student population in Kuwait: they comprise two-thirds of Kuwaiti university students, so the disparity in admission is officially justified as positive discrimination intended to increase the percentage of males at certain local colleges. The low percentage of male admission to Kuwait universities is due to their choosing to pursue an education abroad.⁹¹

In post-oil Kuwait, the government realised the importance of women sharing in the modernization process, especially in the labour force. Through Kuwaiti women's liberation (which did not extend the boundaries of tradition and religion), they had the opportunity to take advantage of the resources available, especially in the area of education. Women pursued higher education at leading Arab and Western universities, and upon arrival back home, were given the chance to be at the forefront of a movement that aimed to expand the woman's role in Kuwait by promoting her rights. Women's efforts were fruitful in the fields of economic and social development, and their ongoing struggle lead to the establishment of new organisations that aim to further their advancement in various fields, such as cultural activities, sports and charitable care, and to expand their role throughout the economy.⁹²

2.8 Access to information and communication technology

According to the Information Society Regional Survey conducted by The United Nations Economic and Social Commission for Western Asia (ESCWA), Kuwait scored 2 out of 4 (4 is the highest rank) in terms of its strategy readiness in information and communication technology (ICT). This score suggests the existence of a national strategy stemming from a transparent vision that displays proactive implementation of an operational plan. The ICT

⁹¹ Sanja, Kelly (2012), 'Women Rights in the Middle East and North Africa'. Overview Essay – Gulf Edition. Online at <http://www.freedomhouse.org/sites/default/files/Women's%20Rights%20in%20the%20Middle%20East%20and%20Noth%20Africa,%20Gulf%20Edition.pdf>

⁹² Olimat, Muhamad (2009), 'Women and Politics in Kuwait'. *Journal of International Women's Studies*, Vol. 11, No.2, pp. 199–212

infrastructure itself also scored 2 out of 4, which means that Kuwait is connected to the global internet, with internet access and dissemination via computer growing fast. Access to the internet witnessed a dramatic positive change between 2000 and 2005, increasing from 150,000 users in 2000 to 567,000 user by the end of 2005 – a percentage increase of 73.5 %.⁹³

The rapid growth of ICT has had a profound impact, touching every economic sector in Kuwait; among others, governmental institutions, business and news organisations, the banking and agriculture sectors. The use of devices borne by this revolution has become common practice in Kuwait; online banking, for example, is wide spread in Kuwait today, especially since the crisis of the AlManakh financial security market that shocked the country in 1982. Rules and regulations were enacted to satisfy the need to provide the investor with more information about the financial statements, in order to level his potential risk while evaluating his financial assets. Such enactment came as a response to the investors' demand to level the information asymmetry between themselves and insiders. Online disclosure of information was essential, to reach both current and potential investors. Furthermore, online reading of news and magazines, as well as watching television, are common practice in Kuwait by both sexes.⁹⁴

The Arab Region Economic Development Strategy is overly reliant on low-skilled, low-productivity sectors, and needs to shift to more skill-intensive, knowledge-based activities. This requires greater access to computers and the appropriate knowledge to surf the internet. Advancement in the field of education, coupled with better access to market vacancies, is required for Arab women.

The Kuwaiti government adopted a policy of integrating the internet into all aspects of life. For example, Kuwait University was the first university in the Arab World to provide free internet access to its students. A survey conducted in 1997 revealed that 50 % of internet users were female. This level of female usage was attributed to the environmental limitations

⁹³ Wheeler, L. Deborah (2006), 'What Women Want From IT: Views From West Asia'. Online at http://www.itforchange.net/sites/default/files/ITfC/west_asia.pdf. Accessed on 22.3.2012

⁹⁴ Alrasheedi, Hamed (2009), 'Information and Communication Technology (ICT): Effects of Gender and Training Among Kuwait Teachers'. Published PHD Dissertation, Pro Quest LLC, College of Education of Ohio University, p.4

imposed by the traditions and customs under which women in Kuwait live, preventing, as they do, free interaction with male peers in public. Encouraging internet usage was seen as a means to fill that gap, facilitating communication between the sexes in an attempt to strengthen youth sub-culture in Kuwait.⁹⁵

In recent years, the economic demands of the national development plan have caused the education sector to align itself so as to embrace ICT to meet the requirements of a technology-oriented market. Currently, Kuwaiti public and private schools are equipped with the best hardware and software they can afford. Hence, Kuwaiti students, both male and female, are provided with the necessary tools to support their academic paths, in a way that ensures the building of a workforce of the skilled and qualified caliber demanded by future markets. Kuwaiti women nowadays have a profound impact in the media. They hold jobs in the field of print and broadcast outlets as reporters, broadcasters and producers. In 2008 Kuwaiti women comprised 38 % of the total workforce of the Kuwait news agency, accounting for 166 employees. Kuwaiti women are viewing the media as a means to bring women's issues to the forefront of public debate. Newspapers are giving considerable space to highlighting women's accomplishments in all economic sectors.⁹⁶

On the other hand, other materials that can be chosen for specifically dealing with women issue at the Arab countries include studies. Literature on various life aspects reforms in the Gulf and the Arab countries is quite extensive and continuously growing. For example, Mary Ann Tétreault published an essay on the state of emancipation in Kuwait in 2001. Her essay provides an excellent platform to combine with the Gender & Democratization chapter by Pamela Paxton in Democratization. In addition to this Mary Ann Tétreault's monograph *Stories of Democracy: Politics and Society in Contemporary Kuwait* (2000) is one of the most thorough studies of Kuwaiti political life since Jill Crystal's *Oil and Politics in the Gulf: Rulers*

⁹⁵ Wheeler, L. Deborah (2006), 'What Women Want From IT: Views From West Asia'. Online at http://www.itforchange.net/sites/default/files/ITfC/west_asia.pdf. Accessed on 22.3.2012

⁹⁶ Sanja, Kelly (2012), 'Women Rights in the Middle East and North Africa'. Overview Essay – Gulf Edition. Online at <http://www.freedomhouse.org/sites/default/files/Women's%20Rights%20in%20the%20Middle%20East%20and%20Noth%20Africa.%20Gulf%20Edition.pdf>

and Merchants in Kuwait and Qatar (1995). Tétreault's monograph contributed to the mapping and understanding of the Kuwaiti political sphere.⁹⁷

Furthermore Mary Anne has its contributions with regard to women, as she drafted a paper in 2011 to "analyse the struggle for women's suffrage in Kuwait to determine how and why it was successful. Among the results that was concluded is that one paradoxical point is that modernization theory directs the attention to why there *has not been* a strong democratic movement from below in Kuwait and why the women's struggle was confined for so long to a small group. Contrary to what modernization theory postulates, economic growth and rising levels of education and standards of living in Kuwait (and arguably, elsewhere) did not produce demands for democracy. In Kuwait, rising standards of living actually *reinforced* female dependency. From a psychological standpoint, they produced complacency and support for the non-democratic system among a majority of Kuwaitis grateful for generous social benefits and the absence of taxation, and unwilling to jeopardize what they had for women's rights. As passive recipients of these high material, educational, and welfare payoffs, women remained loyal to their families, tribes, class, and to patriarchal cultural norms".⁹⁸

Other example of using the studies to benefit from is the work of Lindsey Stephenson that focused on the Kuwaiti social gatherings while studying the role of women. She drafted an article that emphasized how the women clubbing in the dīwāniyya (previously, The dīwāniyya is the Kuwaiti man realm, It is where he does business, discusses politics and spends leisure time with his friends, It is also his escape from pressure) both in terms of its roles in the public and private spheres, as well as its structure and membership, can serve as a gateway for Kuwaiti women to a new way of operating within society and as a forum for expanding and strengthening their non kin-based networks, she concluded that the newly opened realm of politics in Kuwait has afforded women the opportunity to be a participant in

⁹⁷ Ferencz Thuroczy,(2010).," Kuwait: Democratization in Process, Five factors of democratization and their state in Kuwait", Department of Arabic and Middle Eastern Studies, Lund University, Centre for Languages and Literature, Bachelor Thesis,p2,5.

⁹⁸ Doron Shultziner,& Mary Ann T'treault,(2011),," Paradoxes of Democratic Progress in Kuwait:The Case of the Kuwaiti Women's Rights Movement", Muslim World Journal of Human Rights, Vol. 7, Iss. 2,P1,21.5.

their society rather than being as an onlookers, and the dīwāniyya is a vital microcosm and medium for the new changes impacting the women role on Kuwait. Such study may suggest that women's dīwāniyyas could facilitate a major shift in societal norms.⁹⁹

⁹⁹ LINDSEY STEPHENSON,(2011), " Women and the Malleability of the Kuwaiti Dīwāniyya", Journal of Arabian Studies 1.2, available on line at, http://www.academia.edu/1271909/Women_and_the_Malleability_of_the_Kuwaiti_Diwaniyya , P 183&199.

Chapter 3

Comparing women in the workforce in Kuwait and other GCC countries

3.0 Introduction

The objective of this chapter is to compare and contrast women participation in the workforce in Kuwait to those in other GCC countries. According to Kapiszewski the issue of female employment poses a dilemma for authorities in GCC countries, because whilst some would like to actively promote the issue, they are often understandably anxious, for various reasons, to do so as moves in that direction might strengthen radical anti-government Islamic forces that oppose the emancipation of women.¹⁰⁰ Feelings are very strong in Saudi Arabia but are also growing in the states of Kuwait and Bahrain.

The purpose of the discussion in this chapter is to indicate how economically active women in Kuwaiti are, compared to women in other GCC countries. This is important since Kuwait shares a common cultural and social background with other GCC countries. Comparison with the position of the women workforce in other GCC countries will also facilitates the interpretation of the results of the study in the broader context of the GCC region. The rest of the chapter is organised as follows. The next section compares and contrasts the level of female education in the GCC region. This is so as to set the scene for a broader discussion of the women workforce, since evidence discussed in Chapter 1 suggests that education is an important factor in determining that workforce. This is followed by a comparison of the level of female employment in the GCC countries. In section 3.3, the level of female unemployment is discussed, showing that women are more likely to be unemployed than men. This is followed in section 3.4 by a discussion of the women participation in politics; and women in other roles are discussed in section 3.5. Section 3.6 takes on the discussion

¹⁰⁰ Kapiszewski, A (2001), 'National and Expatriates. Population and Labour Dilemmas of the GCC States'. Reading: Ithaca Press.

of women in business. In section 3.7 the gender gap between men and women is discussed. This section discusses three types of gender gap, namely economic participation, education attainment and political empowerment. The final section is a summary and conclusion.

3.1 Women in the Arab world and the GCC Countries

Empowerment of women is among the various factors that conveys the level of modernization within a society, since it express the coherency of the society member's efforts guided by the increased awareness for further advancement. The Arab countries kept pace with the developments accomplished at the international level in regard to women issue, this was exemplified by the Arab access to the international treaties and conventions related to women, most notably the convention on the elimination of all forms of discrimination against women and the Beijing platform for action and millennium developments goals. Women empowerment captured the attention of all Arab leaders as it was one of their major themes of the political reform that was discussed during the Arab Summit held in Tunisia in May,2004, which in turn cemented the idea that Arab women is considered an essential element to the political and economic advancement of the Arab world.¹⁰¹

With the advent of Islam, women were granted an equal rights and full participation in the various aspects of life. However, such rights were limited to what so called society traditions, since the economic participation of women was chained to certain activities that were considered acceptable and aligned with the prevailing tradition governing the society. The focal activities that the women were entitled to work at are those that can supplement the family income, such as weaving, handicraft, and agricultural work in some cases. Nowadays women are in the forefront of the economic life reaping a fruitful result of her equality struggle against men that lasted for ages; such results formulated the foundation of her being at a senior post in the economic, political, and social life.¹⁰²

¹⁰¹ Nadia Halim Sultan,(2010), "An Essential Constituent in Sustainable Development At The Third Arab Organization Conference in Tunisia, Paper Presented on Political and Civil Participation of The Arab World, Cairo.

¹⁰² Al-Yousef Nourah,(2013), " The Status of women in the Arab Gulf Countries", on line available at, <http://faculty.ksu.edu.sa/NourahAlYousef/Publications/Women%20in%20the%20Gulf.pdf>, accessed on 9/6/2013,p3

Such movement by the Arab leaders incorporated the Arab women as an equal citizen in all life aspects, since it was governed by explicit constitutional reformation through the Arab world. Accordingly the investment of the Arab countries in Education, Media, Exports, Communication, politics ...etc., that was geared with the Arab women awareness regarding her role in the various fields of life, formulated a huge social pressure that forced her entrance to the markets to build and serve their countries on equal footing with their male partners, therefore progressive policies were adopted to serve the transformation of women's lives by empowering her to achieve economic security as entrepreneurs producers and home based worker, and from the social and political perspective Arab women are secured by law as their rights are being promoted to eliminate any form of violence against her, which in turn gave her a significant push to participate in the decision making process.

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Progress in bridging the gender gap as evidenced by social indicators has been impressive in Gulf Countries, mainly because of heavy public sector investment in the education and health sectors, from which women have benefited significantly. For the last several decades there has been tremendous expansion in the educational facilities in all six GCC countries. Girls consistently come out on top, with a declared government policy guaranteeing Gulf women equal rights in education, as enshrined in legislation. Statistics show that girls are equal to boys in tertiary, secondary and primary level education in GCC countries and 60 % of all university students in the six GCC states are women. However, according to the World Bank, 33.1 % of adult women are illiterate, compared to only 17 percent of adult men in the GCC states.

Arab countries are still trying to find themselves aligned with the universal changes in regard to women issues, therefore they are trying to join various conventions and benefit from the reaped results of the surveys conducted by the international bodies such as the UN, for example the Arab Human development Report (2005), "Towards the rise of women in the Arab world, indicated that the Arab civil society organizations took a higher profile, thrusting

¹⁰³ United Nation Development Fund For Women, (2013), "WORKING FOR WOMEN'S EMPOWERMENT AND GENDER EQUALITY: UNIFEM'S PROGRAMMES AND PRIORITIES", Available on line at, <http://www.un.org/events/wssd/exhibit/UNIFEM.pdf>, accessed on 10/6/2013

themselves into the public space with increasing vigor and impact, furthermore it indicated that the Arab governments announced a host of reforms targeting freedom and good governance, most of which remained on the surface of their ambitious agendas, which imply that there are still a long way to go through regardless of the accomplishment made at this level in the Arab world.

Nevertheless, Such Initiations forms the cornerstone for shaping the general policies in practice at the Arab countries to incorporate the Arab women as an equal citizen, this is cited by her occupation to a various posts nowadays, such as Doctors, Police women, Engineers, Lawyers, Parliament Member's, Nurses, Managers, Employees, and so forth.¹⁰⁴

Regardless of any consideration arising from traditions or religion, Arab Countries are searching for their identity in a way that does not displace them with their roots simultaneously connecting them to the future. Probably the prevailing image of a typical Arab woman is socially isolated, this indeed may be true at a certain spots of the Arab world, but it is not representative of the early and the current Arab society, since Arab women had an essential role in society exemplified by the following situations:¹⁰⁵

1) Kahdija (570-632), the wife of Mohammed the prophet was a flourishing business woman and at a certain point she was her husband employer.

2) Women in some tribes had a certain degree of autonomy and enjoyed the right to participate in the commercial and political life.

3) During the first two decade of the 20th century, precisely in 1919 the feminine movement of Huda Al-sha'rawi came to realization in Egypt. Her activities were extended to reach other Arab countries in 1930's and 1940's, which lead to the formulation of a network set up in Egypt, Syria, Lebanon, and Iraq.

¹⁰⁴ The Arab Human Development Report,(2005),” Towards the Rise of Women in the Arab World”, Regional Bureau for Arab States, available on line at, <http://www.arab-hdr.org/publications/other/ahdr/ahdr2005e.pdf>

¹⁰⁵ Yusif Sidani,(2005),”Women, work, and Islam in Arab societies”, Women in management review, Emerald Group Publishing Limited, Vol.20,No.7,P500-501, available on line at, www.emeraldinsight.com/0964-9425.htm.

4) The socialist revolution that swept some of the Arab countries during (1950-1960's), emphasized the role of women in the political and economic life, unfortunately her role was limited to a certain constraints such as religion tradition and social acceptance.

5) The feminine movements during the last century have led to fundamental changes in many Arab countries, since women participation in the various life aspects (social, political, economic, and educational) became undisputed. Furthermore reports on Arab human developments indicated that there have been significant improvements pertaining to women development in the Arab world.

The dramatic change of women role in the Arab World and the GCC countries if compared with that during the early 20th century, came as a response to a various interacting factors, among of which the rapid development in feminine life aspects arising from the adaptation of customs and tradition to the increasingly growing life demand (the need to study, work, etc...). Such transformation liberated the Arab women gradually over time, as the society clicked a blind eye over the habits that deprived her from participating in the various fields of life. Women liberation altered and shaped the existing social and cultural practices to the extent that the unaccepted feminine behavior became accepted, such as not wearing the Hejab, access to education and so forth.¹⁰⁶

3.2 Education attainment

The level of women education, however, differs by individual country. For example, in Kuwait, women comprise two-thirds of university-level students. Over 67% of Kuwait University graduates are women. In UAE, 75% of the student body at the National University in Al-Ain is female. More women are enrolled in higher education in the UAE partly because men tend to travel overseas to foreign universities. In Bahrain women have made substantial gains in education, with female illiteracy falling to 17.4% in 2000. Women now make up the majority of the nation's students in higher education. From 1975 to 2000, female combined

¹⁰⁶ Wanda Krause, "Gender and Participation in the Arab Gulf", the center for the study of global governance, online available at, <http://www2.lse.ac.uk/government/research/resgroups/kuwait/documents/Krause.pdf>, p21, accessed on 9/6/2013

enrolment ratios increased from 36% to 94.5% for primary education; from 4.9% to 88.2% for secondary education, and from 2.5% to 58.0% for tertiary education. These increases in female enrolment ratios are among the highest in the world.

According to World Bank data, Saudi Arabia priority in educating its citizens is reflected in the share of GDP devoted to education, which has increased more than threefold over the last 40 years, rising from 3.5 % to 9.8 % between 1970 and 2009. The main challenge facing Saudi Arabia is to ensure educational excellence and to equip its youth with needed skills, enabling them to find gainful employment in an increasingly integrated and competitive global economy. Data also indicate that 58 percent of all university students are women. However, women are still limited from studying some subjects, such as engineering, journalism, and architecture.

Empirical work has shown that an increase in education and literacy has led to changes in women's status in the Gulf, as shown in Table 3.1.

Table 3.1 Literacy rate in GCC Countries

	UAE	Bahrain	Saudi Arabia	Qatar	Kuwait	Oman
Male	89	92	90	94	95	90
Female	91	89	80	90	93	81

Source: Global Gender Report (2010)

In terms of literacy rates, data show that rates are as high as 93 % in Kuwait, 91% in UAE, 90% in Qatar, 89% in Bahrain, 81% in Oman and 80% in Saudi Arabia.¹⁰⁷

Given that across the GCC countries over 50 % of university students and graduates are female, one would expect that this is reflected in women's participation in the workforce. This is on the basis of the evidence in Chapter 2 indicating that there is a connection between women's participation in education, and the women workforce. However, as will be discussed below, this is far from the case.

¹⁰⁷ Global Gender gap Report 2010

3.3 Women workforce in GCC countries

In terms of numbers, there is a long way to achieve the rational utilization of women in the economy, for example, only 6.5% of women are employed in the public sector, compared with a world average of 15.7%. And, Women account for only 25-30% of the workforce, while the world average stands at around 45%. However Women have registered a remarkable achievements, in 2007 for example, 70% of graduates in Arab countries were women. In Egypt women occupied 31% of the public administration posts, on the other hand Tunisia is considered one of the leading Arab countries since its women rights are secured by the constitutional article No 20 and 21 which states “women are electors and eligible”, and moreover 40% of doctors and 70% of pharmacists in Tunisia are women. Other Arab countries which have followed this example are Egypt, Syria, Jordan, Lebanon, and Morocco, including the Gulf States.¹⁰⁸

Latest figures from 2010 show a GCC population of around 36 million, 48 % of which is female. However, the rate of female work participation across the states stands at 19.2 %, which means less than one-fifth of the total labour force, is female.¹⁰⁹ Given that the various GCC governments have over the past decade improved female access to higher education, to the extent that that in many GCC member states female graduates now outnumber males, the relatively low labour force participation rate cannot be due to the lack of educated and highly skilled women who are available. It is more likely a combination of factors ranging from cultural and religious sensitivities, through to geographic isolation from major employment foci. In particular, participation has been limited due to religious norms and traditions.¹¹⁰ Although there is an average of 19.2 % female employment across GCC countries, the actual level varies from country to country. According to a presentation by Al-Yosuf, the level of women participation in employment in the GCC countries differs widely.

¹⁰⁸ Mohamed Knidiri, (2009), “Women in Arab societies the case of Morocco”, CIHEAM Options méditerranéennes, available on line at, <http://om.ciheam.org/om/pdf/a87/00801048.pdf>, accessed on 11/6/2013, p1-2.

¹⁰⁹ Al Yousef, N. (2009), ‘The Status of Women in the Arab Gulf Countries’. King Saud University. 27th April 2009: <http://faculty.ksu.edu.sa/NourahAlYousef/Publications/Women%20in%20the%20Gulf.pdf>.

¹¹⁰ Kapiszewski, Andrzej (2001), ‘National and Expatriates. Population and Labour Dilemmas of the GCC States’. Reading: Ithaca Press.

In percentage terms it can be seen that Qatar has the highest women participation rate, at nearly 31 %. However, according to Felder and Vuollo women in Qatar are the fastest growing group in the labour force with potential to contribute significantly now and in the future to the growth of Qatar's economy.¹¹¹ Their labour force participation rate grew from 14 % in 1986, according to the Planning Council, to over 52% in 2010, according to the World Bank report of 2010. Also their share in the total labour force has more than doubled in the past 20 years despite the rapid growth of the labour force over this period due to the large influx of expatriate workers. Now, nearly as many Qatari women enter the labour force every year as Qatari men (World Bank data indicator, 2010). UAE has 44 % female workforce participation, followed by Kuwait 43%, Bahrain at 38 % and Oman at 28%. The country with the lowest participation rate is Saudi Arabia, with only 17 % of the workforce being women.

Table 3.2: Women participation in the Workforce in GCC Countries

	UAE	Bahrain	Saudi Arabia (2002)	Oman	Qatar	Kuwait	Total GCC
Non-citizen female		38	43.50		10.4	28.3	76.69
Citizen female	42.1	39.5	46.50	46.83	16.3	11.96	11.08
Non-citizen male		16.1	26.57	44.72	39.1	10.52	43.56
Citizen male	23.10	10.12	26.83	14.44	21.6	17.96	54.40
Total labour force	27.31	33.99	62.41	63.81	87.4	16.34	11.67
%	15.42	22.90	14.43	7.33	30.55	24.64	

Source: Al-Yousef, N. (2009), 'The Status of women in the Arab Gulf Countries'.)

However, estimates of the women workforce differs according to different sources. For example, other estimates put female employment in Kuwait at 31.8 % of Kuwait's labour force in 2001, the highest proportion in the Gulf region. According to Booz & Company the United Arab Emirates scores the highest in the GCC in terms of participation of women in the

¹¹¹⁻¹⁰⁴ Felder, D. and M. Vuollo. (2008), 'Qatari Women in the Workforce, Working Paper'. Planning Council, 2005. 'Labour Market Strategy for the State of Qatar: Main Report, Volume I'. Government of Qatar Planning Council, December 29, 2005.

workforce, with a whopping 59 % of them being employed and contributing to the economy.¹¹² According to the same source, women's employment in Kuwait is 42.49 %, Qatar's rate is at 36.4 %, and in Saudi Arabia the rate is 14.4 %. According to Bahrain women represent 34.3 % of the total national workforce – the largest representation of women in the GCC countries.¹¹³ This suggests a wide variation in the rate of women participation in the workforce.

3.4 Unemployment rates

Unemployment rates average 30 percent higher for women than for their male counterparts.¹¹⁴ The gender gap in unemployment is particularly great in countries like Bahrain and Saudi Arabia, where the unemployment rate among women is two to three times that of males. Along with many other factors which have altogether discouraged the involvement of Arab women in the labour force, the poor prospects they face in the labour market have undoubtedly dampened their participation. According to Global Gender Gap report of 2010, the unemployment rates for women in GCC countries are: Qatar 13% and UAE, 7 %. The unemployment rates for women in the Saudi Arabia are 13%. According to Phillips, female unemployment has continued to rise in Saudi Arabia, and as such it has been said by officials that "radical solutions" are needed to address the situation.¹¹⁵ Phillips suggests that legislative, social, educational and occupational constraints prevent women from working in Saudi. Overcoming these constraints will be essential if the Kingdom is to create a dynamic-market economy. Sweeping reforms will have to be introduced to the national educational system as a major step in preparing Saudi women for competitive jobs. Labour market reforms and labour law reforms should be implemented; with the creation of a supportive environment encouraging the design of programs that emphasis the positive role of Saudi women in the labour market and introduces women to senior labour market positions.

¹¹² Booz & Co. (2010), 'Meeting the Employment Challenge in the GCC - The Need for a Holistic Strategy'. Online at http://www.booz.com/me/home/what_we_think/40007409/40007869/48141199?pg=2 Accessed 30.09.2010

¹¹³ Torr, R. (2008), '34.3 per cent of nation's workforce now women'. LMR Media Blog: <http://blog.lmra.bh/en/archives/246> Accessed, 6 November, 2010.

¹¹⁴ Nabli, M.K. (2004), 'Long term economic development challenges and prospects for the Arab countries'. Paper presented at the Conference of the Institut du Monde Arabe, Paris, February 12, 2004

¹¹⁵ Phillips, D. (2010), 'Female unemployment rises'. Business Management: online at <http://www.busmanagementme.com/news/female-unemployment-rises> Accessed 5.11.2010

According, to the Saudi Ministry of Labour the unemployment rate among women in the Kingdom exceeds global averages.¹¹⁶ Unfortunately, job opportunities for women are still few, limited as they are to specific fields such as public and private education, which impedes economic growth. To address the problem the ministry is considering opening up job opportunities for women in online sales.¹¹⁷ Such opportunities are still limited but they may increase in the future. According to International Finance Corporation (IFC) the unemployment rate is high for females with secondary school degrees, at 70 %, compared to 3.7 % for female university graduates.¹¹⁸

3.5 Women in politics

The political Leadership in the Gulf States played a central role in supporting women issue. Laws were enacted; measures were established to cope with the arising feminine changes throughout the sequential eras, consequently facilitating her gradual entrance to the various governmental and institutional bodies. Such governmental movement formulated the infrastructure that armed the feminine sector to attain their equal rights with male without creating any turbulences arising from the social customs and tradition, thus improving her social status that have witnessed a steadily positive trend through the past three decades, as the feminine participation in economic, social, and political life was remarkable. On the other hand Gulf States ratified various international conventions and human rights instruments that were addressed to secure the feminine rights against men, among of which was their ratification on the elimination of all forms of discrimination against women. The social opening up coped with the governmental support was fruitful since Arab women is becoming more educated and open minded that can deal with the various cultural issues, their success is cited by their occupation to a

¹¹⁶ Ibid.

¹¹⁷ Philips, D. (2010), 'Female unemployment rises'. Business Management: online at <http://www.busmanagementme.com/news/female-unemployment-rises> Accessed 5.11.2010

¹¹⁸ IFC (2005), 'Gender Entrepreneurship Markets GEM Country Brief – Oman: online at [http://www.ifc.org/ifcext/gempepmena.nsf/AttachmentsByTitle/Oman+Country+Brief/\\$FILE/OMAN+Country+Brief+v.+29+March+2006.pdf](http://www.ifc.org/ifcext/gempepmena.nsf/AttachmentsByTitle/Oman+Country+Brief/$FILE/OMAN+Country+Brief+v.+29+March+2006.pdf). Accessed 6.11.2010

senior posts enabling the creation of further opportunities for the younger female. Below are some examples of GCC females occupying senior posts?¹¹⁹

The advancement of women in GCC countries into political roles has a cheered history.¹²⁰ For example, the Kuwaiti government approved an amendment to the Municipal Council Law that gave Kuwaiti women full political rights, including electoral rights, in 2005. Subsequently, Mrs Boushahry declared her intention to contest the municipal elections when a Municipal Council seat was vacated by a member who had been appointed Minister of Municipal Affairs. When the contest took place Mrs Boushahry ran and lost against a male candidate – 1807 votes to his 5436. Other efforts had been made before 2006 to facilitate the assumption of political roles by women, as in October 2003, when the cabinet approved draft legislation granting women full rights to vote and run as candidates in elections. However, the draft legislation did not receive parliamentary approval given the predominance of Islamists and social conservatives in the legislature. In 1999 the parliament had similarly blocked a decree issued by Emir Sheikh Jaber al-Ahmad al-Sabah granting women the right to vote and run for office in the 2003 parliamentary elections.¹²¹

“Two Gulf women already appointed in the UN, Ms. Thoraya Ahmed Obaid from Saudi Arabia, is the UNFPA Executive Director, UN Under-Secretary-General. In 2006 Haya Rashed Al Khalifa, a pioneering lawyer and women's rights advocate from Bahrain has been elected U.N. General Assembly president, the third woman in history and the first from the Middle. In all Gulf countries women held a ministerial position, Sheikha Lubna al-Qasimi, as an economics and planning minister. Dr. Masuma Al Mubarak was appointed as as minister of planning and administrative development. Sheikha Ahmad Al-Mahmoud took office as the Minister of Education. Dr Nada Haffadh the Health Minister in Dr Fatima Al Balooshi, Minister of Social Affairs. Several women appointed as assistant undersecretaries in Saudi Arabia. In all the Gulf countries there are women in the Bank's Board of Directors for example, the general assembly of the Saudi-Dutch Bank Elected Mrs. Lubna Al-Alyyan as a member of

¹¹⁹ Al-Yousef Nourah,(2013),” The Status of women in the Arab Gulf Countries”, on line available at, <http://faculty.ksu.edu.sa/NourahAlyousef/Publications/Women%20in%20the%20Gulf.pdf>, accessed on 9/6/2013,p3-4

¹²⁰ Information discussed in this section is mostly a summary of information obtained online at <http://www.pogar.org/countries/theme.aspx?cid=2&t=4>

¹²¹ Ibid.

the Bank's Board of Directors on December 1, 2004. She is the chief executive officer of Olayan Corporation and a member of the Arab Business Council, In Saudi Arabia; six women are advisors to Majlis Al-Shura, a 150 member national consultative council appointed by the King. This is a step towards women's public participation that could serve as the basis for appointing women as members of Majlis Al-Shura and more appointment in public positions. King Abdullah, has made public statements in support of increasing women's role in public life and many legislations were created to open more economic opportunity for women in the last four years There have been growing debates (inside Majlas Al-Shura, National Dialog, public lectures and in the Saudi media) about issues that are of concern of the people. Above all, Saudis are becoming far readier — to talk many reforms issues including women's issue”.

In the second half of 2011, two creative examples of women using the social media to disseminate information that aims to create change within their communities and countries are Saudi Arabia's “Women2Drive” campaign that was launched in May 2011, to address the Objective of: To call for women's right to drive in Saudi Arabia. And in Egypt's “ Harass Map initiative”, that was launched in Dec. 2010, and was re-launched in Oct. 2011, to address the Objective: To help raise awareness of and tackle sexual harassment of women in Egypt through an SMS reporting and online mapping system.¹²²

The social and political transformation across the GCC countries played a genuine role in changing the stereotype perception about Arab women being oppressed and subservient. This was cited by the feminine participation in social movement in Tunisia and Egypt, an especially in Yemen were they cemented their role with men in changing the political landscape of the country. The most obvious acknowledgment of Arab women leadership role is awarding a Nobel Peace Prize for a leading female Yemeni political activist” Tawakkul Karman”¹²³

¹²²⁻¹¹⁹ Arab Social media Report,(2012),” Social Media in the Arab World: Influencing Societal and Cultural Change?”, Vol.2,No.1, available on line at, <http://www.arabsocialmediareport.com/UserManagement/PDF/ASMR%204%20updated%2029%2008%2012.pdf>, accessed on 10/6/2013, P 3.

In a study carried out by Farah Al-Nakib¹²⁴ investigating the main reasons behind women's lack of political empowerment, she aimed at searching for women's political equality in relation to the language of the constitution. Al-Nakib discussed the problematic nature of the language of the constitution specially when considering the historical and political framework in which it was written. She concludes her study by noting that throughout the long history of ratification of its constitution, only a minority of the population has been able to participate in elections (including both voting and running for office). This lack of enthusiasm to participate by male Kuwaitis had an impact on decisions to be made concerning women participation in Politics.

The move to involve women in politics in Bahrain, on the other hand, began with the announcement in 2000 by Sheikh Khalifa bin Salman al-Khalifa, the Prime Minister, that the Consultative Council, the upper house of Bahrain's bicameral legislature, would be open to women. The announcement gave women the right to vote and to run for office. Thirty-four women from among 320 candidates registered in the 2002 municipal elections, and eight women from among 174 candidates ran in the parliamentary elections later the same year. No women won seats in either election. Thereafter, 19 women out of 206 candidates contested parliamentary elections held on November 25, 2006.¹²⁵

In another initiative to encourage women's participation in politics, The Supreme Council for Women in Bahrain announced a 'national strategy for advancement of Bahraini women' on March 8, 2005. The work plan of the Supreme Council aims at achieving full participation in the workforce by women, enabling them to occupy leadership and decision-making positions both in the public and private sectors, as well as changing the stereotypical picture of women and eliminating all forms of discrimination against them. Earlier, the ministries of Education, Health, Labour and Social Affairs, and the Women's Association, had designed one- and five-year plans for the advancement of women. These efforts have placed Bahrain among the most advanced Arab countries in terms of gender issues.

¹²⁴. Al-Nakib, F. (2006). The Constitutionality of dissertation: A search for women's political equality in Kuwait. In Khalf, A. & Luciani, G. (eds.) Constitutional Reform and Political Participation in the Gulf . Dubai, UAE, Gulf Research Center. pp. 157-186.

¹²⁵ Information discussed in this section is mostly a summary of information obtained online at <http://www.pogar.org/countries/theme.aspx?cid=2&t=4>

In Bahrain, one female candidate, Mrs. Latifa Al-Quood, won an uncontested parliamentary seat to become the first elected Bahraini female deputy. In mid-2004 a Bahraini woman, Dr Nada Haffaz, was appointed Minister of Health. A second woman, Dr Fatema Al-Blushi, dean of the college of Education at the University of Bahrain, was appointed Minister of Social Affairs in January 2005 during a cabinet reshuffle.¹²⁶

Due to the various initiatives of the GCC countries, women now hold a number of posts in government. For example, in Kuwait, for the first time in the country's history, a woman, Dr Ma'ssoumah al-Mubarak, was appointed Minister of Planning and Administrative Development, on June 12, 2005. She was then appointed Minister of Health in the cabinet formed on March 25, 2007. A second female, Mrs Nouria Al-Subaih, was appointed Minister of Education and Higher Studies in the same cabinet. Two other women were appointed on June 5, 2005 to the 16-member Municipal Council. A woman currently serves as Minister of Labor and Social Affairs and several ambassadors are women.¹²⁷ Women kept on being appointed in the subsequent cabinets (Dr. Moudy Al-Humod (Minister of Education and Higher Education and State Minister of Development, Dr,Amani Bouresli (Minister of Commerce and Industry) and Dr. Rola Dashti (State Minister of Planning and Development). In the latest formation of the cabinet, Dr Rola Dashti was renewed to the same position as the Minister of Planning and Development as well as Miss Thekra Al-rashidi who has just been appointed as the Minister of Labor and Social Affairs.

In Oman there are eight women who serve in the Council of State (*Majlis Ad-Dawla*), appointed by Sultan Qaboos. The first female ambassador was appointed to the Netherlands in September 1999. Sultan Qaboos appointed Rawya bint Saud al-Bousaidi as Minister for Higher Education, making her the first female minister in Oman's history. Approximately 20 % of civil servants are women, and women hold 13 % of senior management positions such as Mrs. Rajha Bint Abdul Amir, Minister of Tourism.

¹²⁶ Ibid.

¹²⁷ Ibid.

In Qatar, women's presence in government positions grew significantly in the 1990s, showing a 61% increase between 1991 and 2009. Sheikh Hamad has given women significant opportunities in government, even appointing a woman to the cabinet. Sheikha bint Ahmed al-Mahmud, formerly undersecretary of education, became Minister of Education in April 2003. Sheikh Hamad's sister previously held the highest position given to a woman, as deputy chairman of the Higher Committee for Family Affairs.¹²⁸

In Saudi Arabia two women are members of the *Majlis Al-Shura*, a 120-member national consultative council appointed by the king. In the summer of 2000, Princess Al-Jawhara Fahad bin Mohammed bin Abdel Rahman al-Saud was appointed assistant undersecretary for education affairs – the highest position ever held by a woman in the Saudi government.

The United Arab Emirates (UAE) appointed a woman in a ministerial position for the first time in its history in 2004. The late Sheikh Zayed passed a federal decree appointing Sheikha Lubna Al-Qasimi as Minister of Economy and Trade.¹²⁹ The tendency to involve women in the political process was enhanced in 2006 when a woman, Mrs Amal Al-Qaisi, became the first elected female member of the Federal National Council (parliament); and the rulers of the various emirates appointed eight other women to the FNC as part of their remit to nominate 20 appointed members. Thus, the current FNC includes nine women out of its 40 members.

3.6 Women in other roles

The force of globalization and the changing environment that the Arab and GCC countries co-exist with drove them to adopt new strategies to impose their control over the various life aspects, especially those affecting the local culture. Such attack is driven by the high volume of expatriates coming from different nations with different traditions and norms. Such strategies were founded to address the society members male and female, therefore they were largely channeled through the media (from local newspapers to Islamic television programs) to increase the awareness of the local residents with the risk of the new habits

¹²⁸ Information discussed in this section is mostly a summary of information obtained from <http://www.pogar.org/countries/theme.aspx?cid=2&t=4>

¹²⁹ Ibid.

arising from the cultural interaction with the expatriates, simultaneously encouraging them to socialize with them to gain what's acceptable locally and to invest it in a way that can lead to the prosperity of the society, which can be approached by utilizing and empowering the human capital (male and female) equally at the various sectors.¹³⁰

On the other hand, the usage of the social media in the Arab world and the GCC countries is growing fast, due to its ability to attach various segments of the societies, The Arab Spring and related movement had a central role in increasing the usage of social media significantly, since it was influenced by the sense of empowering the youth and women and the ability to create change in their countries by disseminating information governing their lives.ⁱ

In Kuwait, women, as well as men, are generally employed in government jobs which represent greater job security and higher income. Women are primarily employed in education, health care, and civil service jobs. However, with the expansion of the private sector and with more opportunities for employment therein, changes in the status of women have been developing.

In Saudi Arabia, the kingdom's labour ministry recently set up a working group to study how more private sector jobs could be created for women. Also, on April 12, 2007 the king issued a decree appointing the first Saudi woman as president of a university. Princess Dr Al-Jawhara bint Fahd Al-Saud was appointed president of Riyadh University for Women after having served for ten years as dean of the College of Education for Women in Riyadh and undersecretary for education for women's colleges.¹³¹

In Bahrain, women employed in government offices usually work as support staff, very few occupying senior positions. In the private sector, women have been encouraged to reach decision-making positions, mainly in banking and financial services, where one woman became the general manager of the National Bank of Commerce, three others filled the

¹³⁰⁻¹³¹ Wanda Krause, "Gender and Participation in the Arab Gulf", the center for the study of global governance, on line available at, <http://www2.lse.ac.uk/government/research/resgroups/kuwait/documents/Krause.pdf.p21>, accessed on 9/6/2013

¹³¹ Information discussed in this section is mostly a summary of information obtained from <http://www.pogar.org/countries/theme.aspx?cid=2&t=4>

position of a bank branch manager, and one became the director of a foreign-owned insurance company, in addition to a number of other women occupying managerial positions in divisions of banking and investment institutions. In the public sector, women are primarily employed in education, health care, and civil service jobs, which can more easily be sex-segregated. According to Amnesty International, approximately 16,390 businesses are owned by women, and females own 40 % of the nation's private wealth.

To encourage employment, the UAE government guarantees public sector employment for all women who apply. In education and health care, women are the majority of public employees. In 2000, one hundred % of nursery school teachers, 74 % of primary school teachers, and 54 % of secondary school teachers were women. Overall, 39.8 % of government workers are female. In recent years, the government has encouraged women to become police officers and volunteers in the military. The first female taxi drivers in the Gulf region began service in the UAE in 2000. Female citizens are able to fully own private businesses in the country, a fact that facilitated their visible participation in the private sector.¹³²

3.7 Women in business

Although there are not many women-owned businesses in Kuwait compared to men, the situation has begun to change with the establishment of the Kuwait Businesswomen Association. The Kuwaiti Businesswomen's Committee is a member of the umbrella organisation known as the Union of Kuwaiti Women Associations, to which many groups concerned with women's issues in Kuwait belong.¹³³ The Kuwaiti Businesswomen's Committee is a non-profit socio-economic organisation made up of Kuwaiti businesswomen that is completely independent in terms of its structure and activities. Objectives of the Committee are: 1) to strengthen and develop economic relations and trade links between Kuwaiti businesswomen within the country, and to develop relations between them and their

¹³² Ibid.

¹³³ United Nations (2010): Brief overview of Kuwait's experience in the implementation of the Beijing Platform for Action (Beijing + 10). Online at <http://www.un.org/womenwatch/daw/Review/responses/KUWAIT-English.pdf>. Accessed 7.11.10

counterparts in other countries, in the interests of the economic development process in Kuwait; 2) to strengthen the role played by Kuwaiti women in economic decision-making, especially with respect to the pursuit of commercial and economic activities; 3) to encourage women to contribute effectively to the establishment of small industrial and craft-based business enterprises, which constitute a far from negligible part of the national economy; 4) to identify women's experience and capacities and harness them for the development of all aspects – commercial, economic, scientific, cultural and others – of Kuwaiti society, for the benefit of the country as a whole; 5) to enhance awareness of the legal bases underpinning commercial and economic activities to which Kuwaiti women contribute; and 6) to represent Kuwaiti businesswomen at regional and international economic conferences, receive delegations from organisations that share the Committee's objectives, and strengthen cooperation between Kuwaiti businesswomen and their counterparts in other countries.

The situation of women in business is somewhat different in Oman. It has been suggested that although all businesses have to register with the Chamber of Commerce, there is a lack of gender-disaggregated data on business ownership. It has been suggested that of there are 120,000 registered businesses, of which it is estimated that only 75–80,000 are active. The number of women-owned and operated establishments is approximately 4,000. The number of businesses owned and operated by women could in reality be much smaller than 4,000, as many male-owned businesses are registered in the wife's name. In addition, some women are sponsors of small enterprises run by expatriates. The majority of female operated small and medium-sized enterprises (SMEs) SMEs operate with just 1 to 2 workers. They are mainly classified as 'fourth class enterprises' with a starting capital of less than RO 25,000 (US \$65,000). IFC GEM research with stakeholders and businesswomen found that 70 % of female entrepreneurs are concentrated in the service sector, with 30 % in education and child care. Businesswomen in Oman can be grouped roughly into four categories.¹³⁴

¹³⁴ United Nations (2010): Brief overview of Kuwait's experience in the implementation of the Beijing Platform for Action (Beijing + 10). Online at <http://www.un.org/womenwatch/daw/Review/responses/KUWAIT-English.pdf>. Accessed 7.11.10

1. The first category is characterised by daughters of wealthy businessmen who run large family enterprises. These large enterprises have grown into successful, established conglomerates. They started out as small businesses in the mid-70s and into the 80s. There are five or six leading families, whose enterprises operate in oil and gas, manufacturing, exports, and banking, as well as in the service sector. They operate mainly as agents and distributors for multinational companies.
2. The second group of women SME owners comprises highly educated women, with university and postgraduate degrees. They have specialized agencies offering audit and engineering consultancies, events management, human resource development and recruitment, as well as private schools. This group of women SME owners has been in the market from three to ten years.
3. The third category consists of secondary school graduates who cannot find public sector employment and opt for establishing their own small enterprises. They are concentrated in the service and retail sectors, and are also engaged in operating nurseries and kindergartens, hairdresser and beauty salons. The majority of these enterprises have been in the market for three years, and some have been in the market for less than two.
4. The fourth group consists of primary school drop-outs, especially in the governorates, which are unemployed as they have no skills adequate for the labour market. Many of these young women have opened religious schools in the governorates, mainly out of Muscat. Some also opt to open small shops for the sale of ready-made garments, groceries and tailoring ateliers.

In Saudi Arabia, women control much of the country's wealth; thus, women entrepreneurs have access to private funding. Saudi women as a whole own estimated cash funds of SR45 billion, of which '75 % is sitting idle in bank deposits'.¹³⁵

Women own about four % of the total registered businesses in the Kingdom of Saudi Arabia with 5,500 commercial registrations of women's projects, representing 20 percent of business in the retail, contracting, wholesale and transferable industries sectors. *Arab News* published a Top 20 list of Saudi women's businesses in March 2007: 'Saudi men have traditionally been the entrepreneurs but our women are no longer standing in the shadows. They have stepped into the light and have become the backbone of society. We in the Kingdom are fortunate to have well educated, financially powerful women.' Some Saudi women participate in entrepreneurial efforts through their families; women own some 40 % of family-run companies, very often as silent partners; not all Saudi men are against women working or owning businesses – some women entrepreneurs receive psychological support and business advice from their husbands and fathers.

According to the Ministry of Commerce, approximately 29.734 businesses are owned by women, an increase from 29.453 in 2003. In addition, females own more than ten % of the bank mutual funds.¹³⁶

3.8 Gender gap

Another measure that illustrates the disadvantaged position of women in Kuwait is The Global Gender Gap Index, which was introduced by the World Economic Forum in 2006. This is a framework for capturing the magnitude and scope of gender-based disparities and tracking their progress. The Index benchmarks national gender gaps on economic, political, education- and health-based criteria, and provides country rankings that allow for effective comparisons across regions and income groups, and over time.¹³⁷ The rankings are designed to create greater awareness among a global audience of the challenges posed by

¹³⁵ Minkus-McKenna, D. (2009), 'Women Entrepreneurs in Riyadh, Saudi Arabia'. UMUC Working Paper Series – Number 2009-002. Page 1 of 14.

¹³⁶ Al-Yousef, N. (2009), 'The Status of women in the Arab Gulf Countries'. Online at <http://faculty.ksu.edu.sa/NourahAlYousef/Publications/Women%20in%20the%20Gulf.pdf>. Accessed 6 November, 2010.

¹³⁷ Hausmann, R., L.D. Tyson and S. Zahidi (2010), 'The Global Gender Report 2010'. World Economic Forum, Geneva, Switzerland.

gender gaps and the opportunities created by reducing them. The methodology and quantitative analysis behind the rankings are intended to serve as a basis for designing effective measures for reducing gender gaps.

Table 3.3 shows the position of the GCC Countries in the context of 134 countries that were examined in the 2010 Gender Index.

Table 3.3 Comparison of GCC countries' Gender Gap Index 2010*

Country	Position	Index	Rank
Kuwait	105	0.632	2
Bahrain	110	0.622	3
Oman	122	0.595	5
Qatar	117	0.606	4
Saudi Arabia	129	0.571	6
UAE	103	0.640	1
Position = out of 134 countries. Index: 0.00 = inequality; 1.00 = equality			

Source: Global Gender Gap Report (2010)

Table 3.3 shows that Kuwait is ranked 105 out of the 134 countries, which puts it second among the six GCC countries, with an index score of 0.632. Table 3.3 shows that in terms of the gender gap the UAE, which is ranked 103 out of the 134 countries, has the least gender gap differences among the six GCC countries, with an index score of 0.640. The table also shows that Bahrain comes third among the GCC countries (ranked 110), followed by Qatar (117) and Oman (122). The GCC country with the most differences in terms of gender gap is Saudi Arabia, which is ranked 129 out of the 134 countries, with a score of 0.571.

Table 3.4 shows the economic participation and gender gap in Kuwait compared to the other six GCC countries. It also shows the sub-elements of economic participation which include: wage equality for similar work; estimated income earned; legislators, senior officials, and managers and professionals. Table 3.4 shows that overall; Kuwait is the highest-ranked GCC country, at 107 out of the 134 countries ranked by the Gender Report 2010. It is

followed by Bahrain at 115, Qatar at 116, UAE at 120, Oman at 129 and finally Saudi Arabia at 132. It is interesting to note that although Kuwait is ranked first among the GCC countries, its gender gap score of 0.537 is lower than the average of all the 134 countries which were ranked. In fact all the index scores of the six GCC countries are below the average of 0.590. This suggests that the GCC countries are not doing well in terms of equal participation by women in the economy.

An examination of the sub-elements of the economic participation is revealing in the sense that it shows where each country is doing well or badly. For example, under labour participation by women, the figures show that again Kuwait is doing better than the rest of the GCC countries, with a ranking of 110 and an index score of 0.55. This is followed by Qatar, UAE, Bahrain, Oman and finally Saudi Arabia. Again the average scores of all these six GCC countries are below the average score of all the 134 countries included (0.69). However, when it comes to the wage equality measure for parity between men and women, the GCC countries do better. It can be seen that Bahrain is ranked 15 out of the 134 countries, which places it first amongst the GCC countries. Bahrain is followed by UAE, ranked 42, and Oman, ranked 61. Kuwait is ranked at 71 with an index score of 0.66. The last two among the GCC countries are Qatar at 80 and Saudi Arabia at 96. However, it is interesting to note that out of the six GCC countries, four, namely Bahrain, UAE, Oman and Kuwait all have wage equality scores above the average for the 134 countries (0.65). This is an indication that in the GCC countries, parity of pay for men and women compares favorably with other economic indicators.

In terms of estimated earned income, the figures in Table 3.4 again show that Kuwait has more equality compared to the rest of the GCC countries, as it is ranked highest at 55, closely followed by Qatar at 56. Bahrain is ranked 90, UAE 100, Oman 129 and Saudi Arabia second from last, at 133. However, in terms of "Wage Equality for Similar Work" Bahrain score's is 15 compared with UAE 42, Oman 61, Kuwait 71, Qatar 80 and Saudi Arabia 96. Given the wealth of the GCC countries it is surprising that there is such great disparity in terms of income. Table 3.4 also shows that Kuwait and the rest of the GCC countries are not up to expectations when it comes to the number of legislators, senior officials and managers.

It can be seen that Bahrain is the highest-ranked country, at 82, with a score of 0.29, followed by Kuwait which is ranked 99, UAE at 108, Oman, Saudi Arabia and finally Qatar at 120. In terms of the scores, the only country with an above-average score is Bahrain, with 0.29 compared to the average for all countries included in the sample of 0.27. Finally, Table 3.4 shows the statistics of the equality between men and women in terms of professional and technical workers. The figures show that the average score for the 134 countries is 0.64. This average is much higher than all the GCC countries: Kuwait (0.52), Oman (0.49), Saudi Arabia (0.370), UAE (0.28), Qatar (0.24) and Bahrain (0.22).

Table 3.4 Comparison of GCC Countries Economic Participation Index

	Kuwait		Bahrain		Oman		Qatar		Saudi Arabia		UAE		Sample Average
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Score
Economic participation (overall)	107	0.537	115	0.497	129	0.400	116	0.483	132	0.335	120	0.461	0.590
Labour participation	110	0.55	123	0.39	127	0.34	112	0.55	132	0.27	120	0.46	0.69
Wage equality for similar work	71	0.66	15	0.76	61	0.67	80	0.64	96	0.60	42	0.70	0.65
Estimated earned income (PPP US\$)	55	0.62	90	0.51	129	0.23	56	0.61	133	0.16	100	0.46	0.53
Legislators, senior officials and managers	99	0.16	82	0.29	112	0.10	120	0.07	116	0.09	108	0.11	0.27
Professional and technical workers	96	0.52	114	0.22	100	0.49	113	0.24	104	0.37	110	0.28	0.64
Rank = (out of 134 countries); Score (0.00 = inequality, 1.00 = equality)													

Source: Global Gender Report (2010)

In summary, the figures relating to economic participation show that, overall, Kuwait and the other GCC countries are doing poorly compared to the rest of the world. For example, out of the six indicators of economic participation in Table 3.4, the results show that the average scores of all the GCC countries are below the average for the 134 countries under the headings of overall economic participation, labour participation and professional and technical workers.

Under the 'legislators, senior officials and managers' category, only one country (Bahrain) has an above average score. The only economic participation criterion in which the GCC countries scored better is wage equality for similar work. Thus, overall it can be concluded that there is great inequality in Kuwait and other GCC countries. However, it is noted that Kuwait is performing well compared to the rest of the GCC countries. This is because Kuwait is ranked higher than any other GCC country in terms of four economic participation equality categories: overall economic participation, labour participation, estimated earned income, and professional and technical workers. Moreover, it is ranked second in the area of legislators, senior officials and managers.

Table 3.5 shows a comparison in education attainment between women in Kuwait and in other GCC countries. The table shows the comparison across education attainment overall; literacy rates; enrolment in primary education; enrolment in secondary education; and enrolment in tertiary education. The last column of Table 3.5 shows the average score for each of these categories for all the 134 countries covered by the Gender Gap Report 2010. The statistics in Table 3.5 show that the UAE is the highest-ranked GCC country, with a ranking of 37 out 134. This is followed by Bahrain, ranked 60, Qatar, ranked 74, Kuwait, ranked 83, Oman at 90 and Saudi Arabia at 92. It is interesting to note that in terms of education attainment all six GCC countries have a score above the average of all the 134 countries included in the report, which is 0.929. For example, even Saudi Arabia, ranked 92 and sixth out of the six GCC countries, has a score of 0.974.

The literacy gender gap statistics among the GCC countries are also interesting. They show that, again, UAE is doing better than the rest of the GCC countries, with a score of 1, which suggests that there is complete equality between men and women in terms of reading and writing. Kuwait is ranked 71 which place it second in terms of the GCC countries. It is followed by Bahrain, Qatar, Oman and Saudi Arabia. Similarly, it is interesting to note that all the scores of the six GCC countries are above the average for the 134 countries included in the Gender Gap Report. The figures for primary school enrolment show that Oman is placed first among the 134 countries, with a score of 1, suggesting complete equality between male and female.

Table 3.5 Comparison of GCC countries' education attainment

	Kuwait		Bahrain		Oman		Qatar		Saudi Arabia		UAE		Sample Average
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Score
Education attainment overall	83	0.986	60	0.991	90	0.978	74	0.989	92	0.974	37	0.998	0.929
Literacy rates	71	0.98	75	0.97	98	0.90	80	0.96	99	0.90	1	1.00	0.86
Enrolment in primary education	106	0.98	86	0.99	1	1.00	91	0.99	95	0.99	75	0.99	0.98
Enrolment in secondary education	1	1.00	1	1.00	87	0.99	1	1.00	1	1.00	1	1.00	0.92
Enrolment in tertiary education	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	0.86
Rank = (out of 134 countries); Score (0.00 = inequality, 1.00 = equality)													

Source: Global Gender Report (2010)

UAE, with a score of 0.99, is second among the GCC countries although it is ranked 75 out of the 134 countries. This is followed by Bahrain ranked 86, Qatar ranked 91 and Saudi Arabia ranked 95. Kuwait in this instance is ranked 106 out of the 134 countries, which means that it is last among the GCC member states. Although it is last among the GCC members it is important to note that its score of 0.98 is equal to the average for the 134 countries.

The figures for enrolment in secondary education in Table 3.5 show that five out of the six GCC countries (Kuwait, Bahrain, Qatar, Saudi Arabia, and UAE) are placed equal first among the 134 countries. They all have a score of 1 which means there is 100 % equality between male and female in these countries as far as secondary education enrolment is concerned. The only GCC country with some inequality is Oman, which is ranked 87 with a score of 0.99 which is still somewhat above the average for the 134 countries, of 0.92. Finally, Table 3.5 shows that all six GCC countries are ranked equal first among the 134 countries in terms of enrolment in tertiary education. This suggests that there is no inequality in any of the six GCC countries. Overall, in comparison to other GCC countries Kuwait does not do well. For example, out of the five categories Kuwait comes last out of the six GCC countries in enrolment in primary education category, fourth in the education attainment (overall) category and second in literacy rates.

Table 3.6 presents the statistics relating to gender equality in terms of political empowerment. The results show that overall there is complete inequality in terms of political participation. This is evidenced by the fact that both Qatar and Saudi Arabia have scores of 0.00. The highest-ranked GCC country is UAE (60 out of the 134 countries) with a score of 0.139. This is followed by Kuwait which is ranked 114, with a score of 0.043; Bahrain, ranked 120 with a score of 0.038; and Oman, ranked 128. The statistics in terms of women in parliament are not encouraging either. The UAE fares well again since it is the highest-ranked GCC country, with a ranking of 42 and a score of 0.29 – above the average of the 134 countries. Although Kuwait comes second

among the GCC countries, with a ranking of 107, its score of 0.08 is way below the average. The score only improved to this level after 2005 when women were allowed to vote and run for parliamentary elections. The other countries to have some representation in parliament by women are Bahrain and UAE. The rest of the GCC countries (Oman, Qatar and Saudi Arabia) have no women parliamentarians at all, as indicated by the scores of 0.00.

The statistics for women in ministerial positions are interesting. They show that again the UAE is the highest-ranked GCC country, with a ranking of 61 out of the 134 countries. Its score of 0.20 is above the average of the 134 countries, of 0.18. This also means that it is the only GCC country with an above-average score. Kuwait is ranked 107 out of the 134 countries, with a score of 0.07. It is followed by Bahrain at 84; Oman at 92. Both Qatar and Saudi Arabia are ranked 128, with scores of 0.00. This suggests that there is complete inequality in these two countries. Finally, Table 3.6 shows the statistics relating to the number of years with a female head of state (over the last 50 years).

The figures show that although all the GCC countries are ranked 44 there is complete inequality since the score of each is 0.000. Overall, the statistics in Table 3.6 show that Kuwait is faring relatively well compared to the other five GCC countries. For example, Kuwait comes second in terms of political empowerment (overall), women in parliament and women in ministerial positions. The next chapter will develop the hypotheses to be tested in this thesis.

Table 3.6 Comparison of GCC countries' political empowerment*

		Kuwait		Bahrain		Oman		Qatar		Saudi Arabia		UAE		Sample Average
		Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Score
Political empowerment overall		114	0.043	120	0.038	128	0.026	131	0.000	131	0.000	60	0.139	0.179
Women in parliament	in	115	0.08	126	0.03	129	0.00	129	0.00	129	0.00	42	0.29	0.22
Women ministerial positions	in	107	0.07	84	0.12	92	0.10	128	0.00	128	0.00	61	0.20	0.18
Years with female head of state (last 50 years)		44	0.00	44	0.00	44	0.00	44	0.00	44	0.00	44	0.00	0.15
Rank = (out of 134 countries); Score (0.00 = inequality, 1.00 = equality)														

Source: the Global Gender Report (2010)

The Commonalities and differences among GCC Countries

Table (3.1 - The Literacy rate in GCC Countries-, tabulate a high portion of literacy rate among women in the GCC Countries. Kuwait Tops the list with a women's literacy rate of (93%), followed by UAE (91%), Qatar (90%), Bahrain (89%), Oman (81%), and Saudi Arabia (80%). One would expect that such relatively high literacy portion among the GCC countries would be reflected in the participation of women at the workforce, nevertheless such expectation is not always true, since the latter is governed by various factors besides the literacy rate such as social acceptance, family income, traditions and customs, laws in force, the need to work...etc. to a certain extent such factors are not alike at the six GCC countries, for example they might be perceived to have the same prevailing traditions and customs, Generally speaking they do, nevertheless if a person dig into it he will find that some norms and custom are not alike, and that can be cited by women not being able to drive in Saudi Arabia meanwhile they can at other GCC countries, and extending debate to this issue might address the laws in force as will and so forth. The interpretive results explains the high unemployment average rate among GCC countries which corresponds to (30%).consequently the women participation in the workforce in GCC countries -Table 3.2- are relatively low given the fact of literacy among women in the GCC countries. Oman tops the list in terms of women participation in the work force(46.83%), followed by Saudi Arabia (46.5%)-2002 statistics-, UAE (42.1%), Bahrain (39.5%), Qatar (16.3%), and Kuwait (11.96%).

On the other hand the gender based disparities or what so called "Gender Gap" can be viewed as an essential element that reduces the women participation in the GCC countries, regardless of the remarkable efforts exerted on the governmental level as laws were altered, others were enacted, policies were drafted, to facilitate the female entrance to the market force. The main problematic issue that arises when it comes to women issue at the GCC countries is the way the official legislations should be carried out in an atmosphere were the interacting variables(norms, traditions, wealth, tendency to work, the culture of shame, the

orientation of occupying an official highly ranked posts..etc.) regarding women issue is being attributed to her physical weakness, for example you cannot find women in GCC countries working as a maid, or constructor, but you can find her in a senior commercial or political posts filling the gaps required by the enacted laws regarding women. Nevertheless the gender gap disparity is reducing gradually as time elapses and the spiritual laws governing the behavior of the society members in the GCC countries melts with the requirement of incorporating the women as an equal citizen. Table 3.3 -Comparison of GCC Countries Gender Gap Index 2010- tabulates to a certain extent the interpretation above since it shows that the GCC Countries are all somewhere around each other in terms of gender disparity, nevertheless they are way back if compared with the 134 countries the table portrays, as it shows that UAE is ranked 103 out of 134 countries which puts it first among the GCC countries in term of gender gap, followed by Kuwait in the second place among the GCC countries and 105 among the 134 countries, Bahrain at the third place among GCC countries and 110 among the 134 countries, Qatar at the fourth place among GCC countries and 117 among the 134 countries, Oman at the fifth place among GCC countries and 122 among the 134 countries, Saudi Arabia at the sixth place among GCC countries and 129 among the 134 countries.

If we dig deeper into the gender gap disparity we can conclude that there is low labor participation among the feminine sectors within the GCC countries. Such trend verifies the existence of intervening factors in addition to women legislations affecting the female entrance to the markets. Table 3.4 -Comparison of GCC Countries Economic Participation Index-, displays that all GCC countries are below the average of (0.59) in terms of feminine economic participation. Kuwait topped the list among the GCC countries in terms of feminine economic participation and ranked 107 among the 134 countries and scored 0.537, followed by Bahrain that came in the second place among the GCC countries and ranked 115 among the 134 countries and scored 0.497, Qatar came at the third place among the GCC countries and ranked 116 among the 134 countries and scored 0.483, UAE came at the

fourth place among the GCC countries and ranked 120 among the 134 countries and scored 0.461, Oman Came at the fifth place among the GCC countries and ranked 129 among the 134 countries and scored 0.40, Saudi Arabia came at the sixth place and ranked 132 among the 134 countries and scored 0.335. Such diversification among the GCC countries in term of economic participation indicate that the determinant of women's entry to the markets are attributable to a varying variables, for example Kuwait being at the first place among the GCC countries In terms of economic participation can be explained by the using different dimensions among of which the readiness and intention of the Kuwaiti feminine sector to struggle for their financial and economic and political independence, such intention might exist in a low ration if Kuwait is compared to Saudi Arabia that occupied the last position among the GCC countries in terms of economic participations. Furthermore the wage equality for similar jobs in Kuwait is higher than its counterpart in Saudi Arabia which in turn explains the available feminine job opportunities in both countries. On the other hand the earned income is considered to be a genuine element to females demanding jobs, as table 3.4 displays that Saudi feminine sectors are enjoying a higher income which explains the feminine unwillingness to join the market forces, otherwise holds true at Kuwait. Such trend is clear if we screened table 3.4, as it shows that Kuwaiti is higher than Saudi Arabia in terms of women holding posts as legislators, senior officials and managers, professional and technical. What goes for Kuwait and Saudi Arabia Applies for the remaining GCC Countries?

Education is considered and axial variable to the advancement of women issues In the GCC Countries due to the focal effect it has on female in terms of dipping the sense of being able to build the country on equal footing with males.

Table 3.5 Comparison of GCC countries' education attainment. That displays the UAE in the highest-rank among the GCC country, with a ranking of 37 out 134. This is followed by Bahrain, ranked 60, Qatar, ranked 74, Kuwait, ranked 83, Oman at 90 and Saudi Arabia at 92. It is interesting to note that in terms of education attainment all six GCC countries have

a score above the average of all the 134 countries included in the report, which is 0.929. such score explains the keen desire at the governmental level to eliminate illiteracy among its feminine citizens across the GCC countries, and this is cited by the equality of enrolment at the secondary (except for Oman that registered 0.99 which very close to equality (1)) and tertiary levels in all GCC Countries as indicated by table 3.5, as for the Enrolment in primary education, it vary across the GCC countries from 0.98 to 0.99 which can be explained by the existence of some Adult female at this schooling phase, indicating the existence of a very small rate of illiteracy, which in turn does not constitute a major obstacle to female entering the markets rather, other intervening variables arising from various life aspects are considered more essential nowadays that requires the authoritative bodies to regulate them to give a rise for women in the GCC countries. We can say that such trend begun to capture the attention of some of the Arab leaders as the statistics shows that the rigidity of political inequality is becoming more flexible at some GCC countries since we can find females at the parliaments such as Kuwait, Bahrain, and UAE. Moreover women can be found nowadays occupying ministerial positions at GCC countries such as Oman, Kuwait, Bahrain, and UAE. On the other hand political status at those GCC countries are is still at its growing stage since females occupancy does not eliminate the disparity since the occupation of a senior post should be empowered with the required authorization to act accordingly thus creating future opportunities for women. Furthermore the remaining GCC countries are still depriving the feminine sector to hold political posts regardless of the infrastructure they paved to advance their feminine sector ahead. Finally we can say the six GCC countries can be viewed as a monolithic bloc on the governmental level when it comes to women issue, but down below each state there are various interacting variables that presumably cannot be alike in a different states do to the

different women progress governed with the social, political, economic, cultural atmosphere to empower her entrance to the market sectors..

Chapter 4

Hypotheses Development

4.0 Introduction

The purpose of this chapter is to develop hypotheses that will be tested in chapter six. The hypotheses are developed on the basis of the literature review in chapter one, which indicated that there was an impact between the level of female employment and economic growth. Since chapter one also found that there are determinants of economic growth other than the level of female employment, this chapter also develops hypotheses as to the link between those other variables and economic growth. The main hypothesis developed in this chapter, however, relates to the relationship between the level of women participation in the workforce and the rate of growth in the Kuwaiti Gross Domestic Product (GDP). If GDP is positively correlated with the level of women participation in the workforce, will provide an implicit indication as to the growth of the Kuwaiti economy – the main subject of this thesis. Evidence discussed in the chapter suggests that the relationship between the level of women participation in the workforce and economic growth is U-shaped. However, there is also evidence to suggest that the impact may be a positive one. That is to say, as the level of female employment increases, so does economic growth. Given contradictory previous findings, the hypotheses suggest reasons why a positive impact could be expected in the case of Kuwait.

In addition to the main hypotheses, several other hypotheses are developed in this chapter. Specifically, these hypotheses relate to the relationship between economic growth and the following: female education, from the perspective of primary, secondary and tertiary enrolment; income inequality; foreign direct investment; rate of population growth; exports; human capital; political environment (the role of Kuwaiti women will be measured from the perspective of political empowerment); and technology. The rest of the chapter is organised as follows: the

next section develops the seven sub-hypothesis as indicated above and the final section of the chapter is the summary and conclusion.

4.1 Level of women participation in the workforce (independent variable)

Existing literature on the relationship between economic growth and the level of women in the workforce has been studied by a number of researchers. Overall, there are two streams of research on the impact of the women workforce on economic growth. One stream of research argues that a U-shaped connection between the level of women in the workforce and economic growth is to be expected. The other stream of research, however, argues that there is a positive impact. The two strands of literature are examined in detail below, and in each case the arguments for expecting either a U-shape or positive impact are explained, followed by empirical evidence supporting one or the other. The section concludes by advancing arguments as to why a positive impact is to be expected in the case of Kuwaiti.

The main reasons advanced by those who argue for a U-shaped relationship between the level of women in the workforce and economic growth are concerned with changes in women's employment opportunities and qualifications as economic development proceeds.¹³⁸ In the early stages of economic development, employment opportunities for women decline with the contraction of the agricultural sector and other primary industries where the traditionally female participation rates are relatively high. The female participation rate eventually rises with economic development, as women become better educated and modern industries and occupations become larger and more sympathetic to female workers. But this occurs only after an interim period (the bottom of the U-shape), both because women are at a disadvantage in the newly developed labour market compared to men (due to relatively low education) and the relatively small number of employment opportunities in new industries and occupations.ⁱⁱ One study used a theoretical model to explain why the

¹³⁸ Durand, J. (1975), 'The labour force in economic development: A Comparison of International Census Data'. 1946-66'. Princeton, NJ: Princeton University Press;

impact of female labour participation rates assumed a U-shape.¹³⁹ The theoretical model assumed that there is a stigma attached to women entering the paid labour force in manual labour in a country's early stages of economic development, which decreases women's labour force participation. Once the country has advanced sufficiently that women's education attainment is high, women can then take non-manual labour jobs to which less stigma is attached.

Empirical study results have generally been consistent with the hypothesis of a U-shaped relationship between the level of women participation in the workforce and economic growth. For example, an early study by Durand based on data from India and the 1950 census data from the United Nations concluded that the employment gains of women in the emerging sectors of the economy were retarded by conditions of high male unemployment and underemployment that often occur in conjunction with the early stages of economic development.¹⁴⁰ As a result, when the economy picked up many women went back to work, resulting in a U-shaped impact by the level of the women workforce on economic growth. Golding also investigated the connection between female participation rates and economic growth using national data from the 1980s for about 100 countries, for women aged 45-59.¹⁴¹ The study's findings revealed a U-shaped impact with regard to economic development when the natural log of per-capita GDP or years of adult male schooling are used as proxies for economic development. A further study by Clark, York and Anker on the relationship between female participation rates and economic development examined the labour force activity of women between 1970 and 1990, using several existing sources including the ILO,

¹³⁹ Goldin, C. (1995), 'The U-shaped female labour force function', in Schultz, T.P. (ed.) 'Economic Development and Economic history, Investment in Women's Human Capital'. Chicago: University of Chicago Press, pp. 61-90.

¹⁴⁰ Sinha, J.N. (1965), 'Dynamics of female participation in economic activity in a developing economy'. United Nations World population Conference, Document WPC/285, Session A.5

¹⁴¹ Goldin, C. (1995), 'The U-shaped female labour force function', in Schultz, T.P. (ed.) 'Economic Development and Economic history, Investment in Women's Human Capital'. Chicago: University of Chicago Press, pp. 61-90.

the United Nations and World Bank.¹⁴² The study similarly observed a U-shape for each of the three years and the three age groups.

Banerjee and Duflo is another study that examined the impact of the level of women participation in the workforce on economic growth. Banerjee and Duflo used non-parametric methods to show that the growth rate is an inverted U-shaped function of net changes in inequality: changes in inequality (in any direction) are associated with reduced growth in the next period.¹⁴³ The estimated impact was robust to variations in control variables and estimation methods.

Contrary to the U-shaped relationship between female labour participation rates and economic development discussed above, there are those who argue that the impact is positive. The main argument is that gender discrimination against women in the market place reduces the available talent in an economy, which has negative economic consequences.¹⁴⁴ Gender discrimination takes many forms. Many social practices seen as 'normal' from a religious or cultural point of view (which may have deep historical roots) leave women out of the economic mainstream. These social practices may have profound economic consequences because they do not allow society to take advantage of the talent inherent in women.¹⁴⁵

The study by Esteve-Volart modeled gender discrimination as the complete exclusion of females from the labour market or as the exclusion of females from managerial positions. The distortions in the allocation of talent between managerial and unskilled positions, and in human capital investment, were analysed. It was found that both types of discrimination inhibit economic growth; and that the former also implies a reduction in per capita GDP,

¹⁴² Clark, R.L., A. York and R. Anker (2004), 'Cross-national analysis of women in the labour market', in 'Women in the labour Market in changing economies – demographic issues', Garcia, B., Aker, R. and Pinnelli, A. (eds). Oxford University Press.

¹⁴³ Banerjee, A., E. Duflo (2003), 'Inequality and Growth: What can the data say?' *Journal of Economic Growth* 8 (3), 267-299.

¹⁴⁴ Esteve-Volart, B. (2004), 'Gender Discrimination and Growth: Theory and Evidence from India'. London School of Economics.

¹⁴⁵ Ibid.

while the latter distorts the allocation of talent. This evidence, therefore, contradicts the U-shaped impact found by some of the studies discussed above.

Notwithstanding the contradictory evidence, this study assumed that women participation rates in Kuwait have a positive impact on economic growth. The main reason is that most of the studies which found a U-shaped impact were performed when most economies relied for employment on agriculture – a sector in which women are not normally employed. Secondly, in the case of Kuwait the main employer is the public sector. As a result, if women are excluded it is conceivable that the economy would suffer. Moreover, there are some jobs in which women perform better, such as primary school teaching and child rearing, which also contribute to economic growth. As a result, the main argument advanced here is that there is a positive impact between the level of women participation in the workforce and economic growth. That is to say, the higher the proportion of women employed, the stronger the economic growth. Consequently, the main null hypothesis can, therefore, be stated as follows:

HO: *There is no statistically significant effect of the level of women participation in the Kuwait workforce (Education level; Income inequality; Foreign direct investment; Rate of population growth; Exports; Human capital; Political empowerment; Technology) on Kuwaiti Economic Growth.*

4.1.1 Sub-hypothesis for the independent variable

Based on the main hypothesis above, the **independent variable** (*the level of women part Planning and Development participation in the Kuwaiti workforce*) will be measured using the variables below, in an attempt to identify any consequent separate impact on the rate of growth of Kuwait's GDP, by validating the developed sub-hypothesis formulated below.

4.1.1.1 Education gender gap

The impact on economic growth of inequalities in education is generally assumed to be a negative one. The assumption is that the greater the inequality in education as between

male and female, the lower the economic growth. According to Abu-Ghaida and Klasen, 'assuming that boys and girls have a similar distribution of innate abilities and that those at the upper end of the ability distribution of each sex are more likely to get educated, gender inequality in education must mean that less able boys than girls get the chance to be educated, and, more importantly, that the average innate ability of those who get educated is lower than would be the case if boys and girls received equal educational opportunities.¹⁴⁶ This lowers the average level of human capital in the economy and thus reduces economic growth'. A lot of empirical evidence exists to support this argument. First, a study by Benavot investigated the impact of gender differences in education on economic growth from 1960 to 1985.¹⁴⁷ It compared the long-term effects of female versus male educational expansion at the mass (primary) and elite (secondary) levels, after controlling for a number of important intervening variables.

Alternative hypotheses were tested using a sample of 96 countries which included 20 developed, and 76 less developed, countries. The results from the study revealed that when the intervening variables were omitted, primary and secondary education had a strong and significantly positive impact on economic growth and tertiary education had a significant negative effect.¹⁴⁸ When the intervening variables are included, the direction of each of the educational effects remains the same, but the only variable to attain significance is primary education. The pattern of positive educational effects of mass education and negative or weak effects of higher education is basically similar to that reported in earlier studies.¹⁴⁹ The finding that the economic impact of secondary education was weaker than previously reported was likely due to differences in the size of the sample, specification of the model, and the historical period that was examined.

¹⁴⁶ Abu-Ghaida, D. and s. Klasen (2002), 'The costs of missing the millennium development goal on gender equity'. World Bank.

¹⁴⁷ Benavot, A. (1989), 'Education, gender, and economic growth: A cross-national study'. *Sociology of Education*, 62 (1), special issue on Gender and Education, pp. 14-32.

¹⁴⁸ Ibid.

¹⁴⁹ Meyer, J., M. Hannan, R. Robinson and G. Thomas (1979), 'National Economic Development 1950-1970: Social and Political Factors', pp. 85-116, in 'National Development and the World System', by J. Meyer and M. Hannan (eds). Chicago: University of Chicago Press.

Second, a similar study of the effects of gender inequality in education on levels of GDP per capita by Knowles, Lorgelly and Owen treated adult male and female levels of education as separate factors of production.¹⁵⁰ The study, which was based on estimating the impact of male and female education on the long-run (or steady-state) level of GDP, estimated the long-run level impacts based on average GDP per capita (in log form) for 1960 to 1990, which they relate to average levels of male and female education (and other averaged covariates) for the same time period. The study found that female education has a significant positive impact on average GDP levels while male education has an insignificant impact.

Third, Dallar and Gatti, in investigating the impact of gender inequality in education on growth, tried to explain five-year growth intervals (1975 to 1990), controlling for the possible endogenously between education and growth using instrumental variable estimation.¹⁵¹ Their findings confirmed that female secondary education achievement (measured as the share of the adult population that has achieved some secondary education) is positively associated with growth, while male secondary achievement is negatively associated with growth.

Fourth, a study by Hill and King also examined the relationship between women's educational participation rate and the gender education gap by relating GNP and indicators of social well-being to determinants that include measures of the level of education.¹⁵² The study's findings showed not only that those women's educational levels had a clearly positive effect on GNP, but also that large education gaps between the sexes affected GNP negatively. As a result, the main argument advanced is that there is a negative impact between education gender gap and economic growth. Consequently, the first null sub-hypothesis from the perspective of primary, secondary and tertiary enrolment can be stated as:

¹⁵⁰ Knowles, S., P.K. Lorgelly, and P.D. Owen (2002), 'Are Educational Gender Gaps a Brake on Economic Development? Some Cross-Country Empirical Evidence.' *Oxford Economic Papers* 54: 118-149.

¹⁵¹ Dallar, D. and R. Gatti (1999), 'Gender Inequality, Income, and Growth: Are Good Times good for Women?' Mimeographed. Washington DC: The World Bank.

¹⁵² Hill, A and E. King (1995), 'Women's Education in Development Countries'. Baltimore: Johns Hopkins University Press.

HO₁: *There is no statistically significant effect of education gender gap level on Kuwaiti economic growth.*

And the sub-hypotheses for the first sub-hypothesis are:

HO_{1.1}: *There is no statistically significant effect of primary enrolment education on Kuwaiti economic growth.*

HO_{1.2}: *There is no statistically significant effect of secondary enrolment education on Kuwaiti economic growth.*

HO_{1.3}: *there is no statistically significant effect of tertiary enrolment education on Kuwaiti economic growth.*

4.1.1.2 Income inequality

Another association/relationship to be tested by this research is between income inequality in Kuwait and economic growth. It has been argued that inequality is unfair, yet unavoidable precondition for growth. This is on the basis that inequality is necessary for the accumulation of wealth and that it therefore contains the seeds for eventual increase in everyone's income.¹⁵³ The argument is on the basis that in 'trickle down' economic theories, societal acceptance of inequality allows the rich to accumulate wealth faster. Some of the accumulated wealth is then redistributed, making everybody better off. On this basis Clarke investigated the impact between inequality and growth.¹⁵⁴ His findings suggest that inequality is negatively and significantly associated with growth. That is to say, inequality discouraged growth. Similarly, Mo investigated the effect of income inequality on economic growth by trying to establish whether the transfer channel or human capital channel had the most

^{141- 154} Clarke, G.R.G. (1995), 'More evidence on income distribution and growth'. *Journal of Development Economics*, 47, 403-427.

impact of economic growth.¹⁵⁵ Mo concluded that income inequality has a significant negative effect on the growth rate.

In another study, Sukiassyan re-examined various dimensions of the growth-inequality debate in the specific context of countries undergoing transition from centrally planned to market systems.¹⁵⁶ While at the beginning of the transition these countries shared many similar characteristics and, specifically, had low levels of income inequality, over time they diverged considerably. Hence, the transition economies provided a potentially rich environment for examining the relationship between income inequality and growth. He applied the various different specifications and estimation methods that had been employed in the literature on inequality and growth to arrive at very different conclusions, even with the same data sets. In contrast to the conflicting results obtained in the earlier studies, that had included at most only three transition economies, his empirical findings for transition countries indicated a strong, negative contemporaneous growth-inequality impact for all these specifications, estimation methods, and different inequality data sets in the short to medium run.

Forbes, on the other hand, challenges the belief that income inequality has a negative impact on economic growth.¹⁵⁷ He used an improved data set on income inequality which not only reduces measurement error, but also allows estimation via a panel technique. Panel estimation makes it possible to control for time-invariant country-specific effects, therefore eliminating a potential source of omitted-variable bias. Results suggest that in the short and medium term, an increase in a country's level of income inequality has a significant positive impact on subsequent economic growth. This impact is highly robust across samples,

¹⁵⁵ Mo, P.H. (2000), 'Income Inequality and Economic Growth'. *KYKLOS*, 53 (3), 293–316.

¹⁵⁶ Sukiassyan, G. (2007), 'Inequality and Growth: What does the transition economy data say?' *Journal of Comparative Economics* 35 (1), 35-56.

¹⁵⁷ Forbes, K. (2000), 'A reassessment of impact between inequality and growth'. *American Economic Review* 90 (4), 869-886.

variable definitions, and model specifications. Consequently, the second null hypothesis can be stated as:

HO₂: *There is no statistically significant effect of income inequality on Kuwaiti economic growth.*

4.1.1.3 Foreign direct investment

Foreign direct investment is another factor that has been associated with economic growth. The majority of the existing evidence seems to suggest that there is a positive impact between foreign direct investment and economic growth. There are many reasons to expect such an impact. For example, foreign direct investment increases the rate of technical progress in the host country through a 'contagion' effect from the more advanced technology, management practices, etc. used by the foreign firms. Wang incorporates this idea into a model more in line with the neoclassical growth framework, by assuming that the increase in 'knowledge' applied to production is determined as a function of foreign direct investment (FDI).¹⁵⁸

Theory on the impact of foreign direct investment on economic growth throws up conflicting arguments. The economic rationale for offering special incentives to attract foreign direct investment stems from the assumption that foreign investment produces externalities in the form of technology transfers and spill-overs. Romer, for example, argues that important 'ideas gaps' exist between rich and poor countries.¹⁵⁹ He notes that foreign investment can ease the transfer of technological and business know-how to poorer countries. According to this view, foreign direct investment can boost production of all firms – not just those receiving foreign capital. Thus, transfer of technology through foreign direct investment may have substantial spill-over effects on the entire economy. In contrast, however, Boyd and

¹⁵⁸ Wang, J-Y. (1990), 'Growth, technology transfer, and the long-run theory of international capital movements'. *Journal of International Economics* 29, pp. 255–271.

¹⁵⁹ Romer, P. (1993), 'Idea gaps and object gaps in economic development'. *Journal of Monetary Economics* 32, pp. 543–573.

Smith predict that foreign direct investment in the presence of pre-existing trade, financial and other distortions will hurt resource allocations and slow growth.¹⁶⁰

Borensztein, De Gregorio and Lee tested the effect of FDI on economic growth within a framework of cross-country regressions, utilising data on FDI flows from industrial countries to 69 developing countries over two decades.¹⁶¹ The study used foreign direct investment received by developing countries rather than gross foreign direct investment. Their results suggest that FDI is in fact an important vehicle for the transfer of technology, contributing to growth in larger measure than domestic investment. Moreover, Borensztein, De Gregorio and Lee found that there is a strong complementary effect between FDI and human capital; that's to say, the contribution of FDI to economic growth is enhanced by its interaction with the level of human capital in the host country. Consequently, the third null sub-hypothesis can be stated as:

HO₃: *There is no statistically significant effect of foreign direct investment on Kuwaiti economic growth.*

4.1.1.4 Rate of population growth

The impact of rate of population growth on economic growth is generally assumed on the basis of models of endogenous technological change, such as Aghion and Howitt, or Grossman and Helpman, which typically imply that high population spurs technological change.¹⁶² As Arrow and Romer point out, the cost of inventing a new technology is independent of the number of people who use it.¹⁶³ Thus, holding constant the share of resources devoted to research, an increase in population leads to an increase in the speed

¹⁶⁰ Boyd, J.H. and B.D. Smith (1992), 'Intermediation and the equilibrium allocation of investment capital: Implications for economic development'. *Journal of Monetary Economics* 30(3), pp. 409-32.

¹⁶¹ Borensztein, E., J. De Gregorio and J.W. Lee (1998), 'How does foreign direct investment affect economics'. *Journal of International Economics* 45, 115-13.

¹⁶² Aghion, P. and H. Peter (1992), 'A Model of Growth Through Creative Destruction'.

Econometric, LX, pp. 323-52; and G. Grossman and H. Elhanan (1991), 'Innovation and Growth in the Global Economy'. Cambridge, MA: MIT Press.

¹⁶³ Arrow, K. J. (1962), 'Economic Welfare and the Allocation of Resources for Inventions', in R. R. Nelson (ed.), 'The Rate and Direction of Inventive Activity'. Princeton, NJ: Princeton University Press for the NBER; and Romer, P. (1986), 'Increasing Returns and Long-Run Growth'. *Journal of Political Economy*, XCIV, pp. 1002-37.

of technological change. On the basis of this argument, a positive impact is to be expected. However, some have suggested a negative impact between population growth and economic growth. The reason for this is that if the population is growing, then a proportion of the economy's investment is used to provide capital for new workers, rather than to raise capital per worker. For this reason a higher rate of population growth is a negative factor in economic growth. Another reason is that a higher fertility rate (population growth) means that more resources must be devoted to childrearing than to the production of goods.¹⁶⁴ Consequently, the fourth null sub-hypothesis can be stated as:

HO₄: *There is no statistically significant effect of rate of population growth on Kuwaiti economic growth.*

4.1.1.5 Exports

One of the variables that can explain economic growth is a country's level of exports. This is the case with Kuwait, which has vast resources of oil. The relationship between export performance and economic growth has been a subject of considerable interest to development economists for many years. Research evidence across countries tended to demonstrate that developing countries with a favorable export growth record tended to enjoy higher rates of growth in national income. Since exports are a component of aggregate output, one would expect a positive association in terms of the correlation coefficient.¹⁶⁵ Furthermore, Ahmad argues that the connection between exports and economic growth is indeed quite close for a variety of reasons.¹⁶⁶ At its most obvious level, rising exports raise the level of gross domestic product since they are part of it. In a less direct but more significant way, exports in certain key sectors of the economy may lead to growth of aggregate gross domestic product through a variety of impulses. These may arise from inter-industry repercussions, a rise in investment and productivity, an incentive to bring about

¹⁶⁴ Becker, G.Ss and R.J. Barro (1988), 'A reformulation of economic theory of fertility'. *Quarterly Journal of Economics*, 103 (1), pp. 1-25.

¹⁶⁵ Kravis, I. B. (1970), 'Trade as a handmaiden of growth: Similarities between the nineteenth and twentieth centuries'. *Economic Journal*, 80 (320) pp. 850-872.

¹⁶⁶ Ahmad, J. (2001), 'Causality between exports and economic growth: What do the econometric studies tell us?' *Pacific Economic Review*, 6 (1), pp. 147-167.

product and process innovations, and numerous other externalities. Several studies demonstrate that exports contribute more than just the change in the volume of exports to GDP growth.¹⁶⁷ Other evidence accumulated over the years also demonstrates that exports are positively associated with economic growth. Consequently, the fifth null hypothesis can be stated as:

HO₅: *There is no statistically significant effect of exports on Kuwaiti economic growth.*

4.1.1.6 Human capital

It has also been suggested that human capital can have an impact on economic growth. Specifically, Barro suggests that with a given level of gross domestic product, a higher initial stock of human capital signifies a higher ratio of human to physical capital.¹⁶⁸ The higher ratio tends to generate growth through at least two channels. First, more human capital facilitates the absorption of superior technologies from leading countries. This channel is likely to be especially important for schooling at secondary and higher levels. Second, human capital tends to be more difficult to adjust than physical capital. Therefore, a country that starts with a higher ratio of human to physical capital (such as in the aftermath of a war that destroys primarily physical capital) tends to grow rapidly by adjusting upwards the quantity of physical capital. Barro measured human capital by quantity of education, in the sense of a value given to each period of school attainment, for a population group aged 25 and older, and found that there was an association between human capital and economic growth.¹⁶⁹ However, recent cross-country studies have found that economic growth appears to be unrelated to increases in educational attainment. This is something of a puzzle, since a great deal of micro-econometric evidence indicates high returns to human capital investments in developing and developed countries alike. The first study to highlight the weak correlation between growth and increases in educational attainment was Ben Habib

¹⁶⁷ Balassa, B. (1978), 'Exports and economic growth: Further evidence'. *Journal of Development Economics*, 5 (2), 181-189.

¹⁶⁸ Barro, R.J. (2001), 'Human capital: growth, history and policy – a session to honor Stanley Engerman'. *The American Economic Review*, 91(2), pp. 12-17.

¹⁶⁹ Ibid.

and Spiegel.¹⁷⁰ Another influential study by Pritchett emphasised a similar set of results but using a different dataset and more extensive robustness testing.¹⁷¹ Explanations for the conflicting studies may include measurement error in the aforementioned education data in that, in many developing countries, the highly educated are more likely to work in the state than the private sector.¹⁷² Consequently, the sixth null sub-hypothesis can be stated as:

HO₆: *There is no statistically significant effect of human capital on Kuwaiti economic growth.*

4.1.1.7 Political environment

The impact of political factors on economic growth comes to the fore with the work of Lip set, who examined how economic development affects the political regime.¹⁷³ Since then, research on these issues has proliferated, making clear that political issues affect to a great extent the economy and its potential for growth.¹⁷⁴ For example, a highly unstable political regime brings uncertainty, discouraging investment and consequently hindering economic potential. But it is not only the stability of the regime that influences growth dynamics; it is also its nature. For example, the level of democracy has been found to be associated with economic growth – though this relationship is much more complex. According to Alesina et al., democracy may both retard and enhance economic growth, depending on various channels that it passes through over the years.¹⁷⁵

Brunetti has put forward five categories of relevant variables that comprehensively describe the political environment: democracy, government stability, political violence, political

¹⁷⁰ Benhabib, J. and M. Spiegel (1994), 'The role of human capital in economic development: evidence from aggregate cross-country data'. *Journal of Monetary Economics*, 34 (2), pp. 143-174.

¹⁷¹ Pritchett, L. (1997), 'Where has all the education gone?' The World Bank, Washington DC, Policy Research Working Paper, No. 1581.

¹⁷² Krueger, A.B. and M. Lindahl (1998), 'Education for growth: Why and for whom?' Princeton University, Manuscript; and Pritchett, L. (1997), 'Where has all the education gone?' The World Bank, Washington DC, Policy Research Working Paper, No. 1581.

¹⁷³ Lip set, S.M. (1959), 'Some social requisites of democracy: Economic development and political legitimacy'. *American Political Science Review*. 53 (1), pp. 69-105.

¹⁷⁴ Lensink, R. (2001), 'Financial development, uncertainty and economic growth'. *De Economist*, 149 (3), pp. 299-312.

¹⁷⁵ Alesina, A., S. Ozler, N. Roubini and P. Swagel (1992), 'Political instability and economic growth'. Cambridge, Mass.: National Bureau of Economic research, Working paper No. 4173.

volatility and subjective perception of politics.¹⁷⁶ However, there are others who have argued that studies on political economy and growth abound with contradictory evidence. They have argued that democracy, for example, is alleged both to promote and inhibit economic growth. And some scholars conclude that democracy and economic growth are unrelated. Studies of the effect of political stability on growth have yielded mixed findings. For example, Alesina et al. found that countries with a high incidence of government collapse have low economic growth, though they also found that low economic growth does not affect political stability.¹⁷⁷ Londregan and Poole, however, do not find evidence of reduced growth as a consequence of increased political instability.¹⁷⁸ Instead, they infer from their study that low economic growth increases the probability of political instability. To serve the purpose of this dissertation, the political environment will be viewed as the extent to which such environment empowers Kuwaiti women politically, and to explore the related impact on Kuwait's economic growth. Consequently, the seventh null sub-hypothesis can be stated as:

HO₇: *There is no statistically significant effect of political empowerment on Kuwaiti economic growth.*

4.1.1.8 Technology

The role of technological factors in the growth of an economy has also been the subject of much debate. The theories relating to the role of technology accept costs and increasing returns on capital. These theories propose that the introduction of new accumulation factors such as knowledge, innovation and the like will induce self-maintained economic growth. Triggered by Romer's and Lucas's seminal studies, work within this framework has highlighted three significant sources of growth: new knowledge, (Romer, and Grossman and

¹⁷⁶ Brunetti, A. (1997) 'Political variables in cross-country growth analysis'. *Journal of Economic Survey*, 11 (2), pp. 163-190.

¹⁷⁷ Alesina, A., S. Ozler, N. Roubini and P. Swagel (1992), 'Political instability and economic growth'. Cambridge, Mass.: National Bureau of Economic Research, Working paper No. 4173.

¹⁷⁸ Londregan, J.B. and K.T. Poole (1992), 'Poverty, the coup trap, and the seizure of executive power'. *World Politics*, 32, pp. 151-83.

Helpman), innovation, (Aghion and Howitt) and public infrastructure (Barro).¹⁷⁹ As a result, and in contrast to the neoclassic counterpart, policies are deemed to play a substantial role in advancing growth on a long-run basis. Turning to the convergence/ divergence debate, the endogenous growth models suggested that convergence would occur at both – mainly due to the fact that there are increasing returns to scale. Consequently, the eighth null sub-hypothesis can be stated as:

HO₈: *There is no statistically significant effect of technology on Kuwaiti economic growth.*

¹⁷⁹ Romer, P. (1986), 'Increasing returns and long run growth'. *Journal of Political Economy*, 94(2), pp. 1002-1037; Lucas, R. (1988), 'On the mechanics of economic development'. *Journal of Monetary Economics*, 22, pp. 3-42; Romer, P. (1986), 'Increasing returns and long-run growth'. *Journal of Political Economy*, 94(2), pp. 1002-1037; Grossman, G and E. Helpman (1991), 'Innovation and Growth in Global economy'. MIT Press, Cambridge, Mass; Aghion, P. and P. Howitt (1992), 'A model of growth through creative destruction'. *Econometrica*, 60 (2), pp. 323-351; and Barro, R. (1990), 'Government spending in a simple model of endogenous growth'. *Journal of Political Economy*, 98, pp. S103-S125.

Chapter 5

Research Methodology

5.0 Introduction

This chapter is concerned with describing the methodology that was adopted in this study to address the objectives set out in Chapter 1, from data collection through to data analysis. The main objective of the study set is to investigate the impact of the level of women in the workforce on Kuwaiti economic growth (the rate of growth of Kuwait's Gross Domestic Product (GDP)). This objective will be researched by modeling several economic factors to measure the level of Kuwaiti women participation in the workforce, in an attempt to explore their particular impact on Kuwaiti economic growth. The relevant economic factors are: *education level; income inequality; foreign direct investment; rate of population growth; exports; human capital; political empowerment; and technology.*

The research methodology consists of procedures followed in identifying, collecting and analysing data to answer research questions through scientific enquiry and interpretation. Bryman and Bell suggest that the choice of research strategy, design or method has to be dovetailed with the specific research question being investigated.¹⁸⁰ They also indicated that if we are interested in teasing out the relative importance of a number of different causes of a social phenomenon, a quantitative strategy may fit our needs. Bryman and Bell also advise that if we are interested in the world views of members of a certain group, a qualitative research strategy that is sensitive to how participants interpret their social world

¹⁸⁰ Bryan, A. and E. Bell (2007), 'Business Research Methods'. Oxford University Press, Oxford.

may be the direction to choose.¹⁸¹ As described later in the chapter, the research methodology adopted for this study is both quantitative and qualitative.

The rest of the chapter is organised as follows. The next section discusses the research philosophy adopted for the study. This is followed by a discussion of how the sample was selected. After this is a discussion of how the data was collected, in section 5.3. The development and testing of the questionnaire is discussed in section 5.4. Section 5.5 is a discussion of the administration of the mail questionnaire and the response rate. The way the questionnaire was analysed is discussed in section 5.6. The penultimate section discusses the ethical, health and safety issues. Finally, there is a summary and conclusion.

5.1 Research philosophy

The philosophy adopted for this research is principally positivist deductive method, in which the researcher has a number of hypotheses which are tested against the data collected. Collis and Hussey consider research design as the science (and art) of planning procedures for conducting studies so as to get the most valid findings.¹⁸² A strictly phenomenological approach was also considered, but this approach denies the use of quantitative data which could illuminate and enhance the study. Bryman and Bell suggest that confidence in the findings derived from a study using a quantitative research strategy can be enhanced by using more than one way of measuring a concept, and that the use of quantitative research to corroborate qualitative research findings, or vice versa, is desirable. By using a survey, the researcher is able to assess the perceptions of a cross-section of stakeholders across a number of Kuwaiti firms.¹⁸³

¹⁸¹ Ibid.

¹⁸² Collis, J. and R. Hussey (2003), 'Business Research – A practical guide for undergraduate and postgraduate students'. Second Edition Hampshire: Palgrave Macmillan.

¹⁸³ Bryan, A. and E. Bell (2007), 'Business Research Methods'. Oxford: Oxford University Press

5.2 Sample Selection

Nachmias and Nachmias suggest that the drawing of conclusions from a sample of a population derives from the need for researchers to be pragmatic and parsimonious because it may be too expensive to study all the companies in a population.¹⁸⁴ In a survey, it is impractical to interview all possible respondents; in a controlled experiment, it is not possible to test the hypotheses on all potential subjects. However, inferences based on a sample may be fairly precise because a well-selected sample may reflect accurately the characteristics of the population. As a result, for cost and time constraint reasons it is not possible in the current study to survey all individuals – academics, policy makers and business people in Kuwait – who are of interest to the study.

Having defined the working population and the sampling frame, the sample size for the study had to be worked out. In determining the sample size, Roscoe proposes sample sizes larger than 30 items but less than 500 items based on the 'rule of thumb', arguing that too large a sample could result in Type II errors.¹⁸⁵ Type II errors result where a weak impact may reach significant levels, causing the results to be interpreted as if they hold true for the entire population when in actual fact they may not. Sudman¹⁸⁶ also supports the 'rule of thumb' method for sample size, arguing that the sample ought to be large enough so as to contain at least 100 units.

Other researchers present a formula to estimate the sample size – for example, Sekaran, Frankfort-Nachmias and Nachmias.¹⁸⁷ However, some components of the formula cannot be determined before the research is conducted, particularly the standard deviation and the standard error. Hence, Neuman also suggested the 'rule of thumb', positing that it gives

¹⁸⁴ Nachmias, C. and Nachmias, D. (1976), 'Research Methods in Social Sciences'. London: Edward Arnold.

¹⁸⁵ Roscoe, J.T. (1975), *Fundamental Research Statistics for the Behavioral Sciences*. New York: Holt, Rinehart and Winston Inc.

¹⁸⁶ Sudman, S. (1976), *Applied Sampling*. London: Academic Press

¹⁸⁷ Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. Chichester: John Wiley and Sons Inc.; and Frankfort-Nachmias, C. and Nachmias, D. (1992), *Research Methods in the Social Sciences*, 5th Edition. London: Arnold.

sample sizes close to those of the statistical method.¹⁸⁸ He proposed sample sizes of 30 % as reasonable for sample populations in the region of 1000 units. However, Krejcie and Morgan developed a table that can be used as a guide to determine the sample size.¹⁸⁹ The table provides the simplest way of determining the sample size and ensures a good decision model (e.g., Sekaran).¹⁹⁰

Given that the research was undertaken in two stages (the pilot study survey and the main survey), the following procedure was followed. The individuals for the pilot study stage of the research consisted of 75 randomly selected individuals from academics, policy makers, and business people. The second stage (the main survey stage) consisted of identifying a further 120 individuals from the academic community, 120 from policy makers and 120 from business people. This means that a total of 360 individuals took part in the main survey. In addition, a total of 15 people were selected for the follow-up face-to-face interviews which were recorded.

5.3 Method of data collection

In attitudinal research, three main research methodologies are available to study the phenomena under investigation. These include face-to-face, by telephone or by mail.¹⁹¹ Each of these techniques has advantages and disadvantages and these can be compared in terms of the response rate, ability to produce a representative sample, limitations on questionnaire design, quality of responses and implementation problems (e.g., de Vaus, Sekaran).¹⁹² Mail questionnaires are particularly criticised for poor response rates and the

¹⁸⁸ Neuman, W.L. (1991), *Social Research Methods: Quantitative and Qualitative Approaches*. Allyn & Bacon, 3th Edition.

¹⁸⁹ Krejcie, R. and D. Morgan (1970), 'Determining Sample Size for Research Activities'. *Educational and Psychological Measurement*, Vol. 30, pp. 607-610.

¹⁹⁰ Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. Chichester: John Wiley and Sons Inc.

¹⁹¹ With technological advances, questionnaires are also administered electronically by email. A review of evidence suggests that response rates are good (see Sheehan and McMillan, 1999; Schaefer and Dillman, 1998; Wade and Parent, 2002).

¹⁹² de Vaus, D.A. (1992), *Surveys in social research*. London: Allen and Urwin; and Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. Chichester: John Wiley and Sons Inc.

quality of responses.¹⁹³ However, all these limitations can be mitigated by good techniques in questionnaire design and mailing out procedures.

While it is accepted that there are disadvantages associated with the mail questionnaire, the current study uses the questionnaire survey and personal interview methods since they are considered to be the most appropriate methodology for a number of reasons. Firstly, questionnaires are the most widely used data collection technique in attitudinal research, and by using the mail questionnaire, it is possible to obtain a large enough sample to reduce sampling error to acceptable levels (e.g., Roberts, Dillman, Sekaran). Secondly, the objective of the survey was to obtain an overall picture of the perceived impact of the level of the women participation in the workforce on the growth rate of the Kuwaiti GDP. The questionnaire method provides an efficient means of creating the data (mean rating) required for weighting the opinion of the respondents.¹⁹⁴ Thirdly, the costs are normally considerably less for a mail questionnaire than the face-to-face interview.¹⁹⁵ Fourthly, the mail questionnaire does not introduce interviewer bias – a potential problem for both face-to-face and telephone interviews. Finally, the questions are exactly identical for all participants and therefore the findings are to a large extent generalisable.

Personal interviews will also be used as follow-on to the questionnaire survey. Ethical considerations will have to be taken into account if the interviews are to be recorded. For example, the participants will be asked in advance to consent to the interview being recorded and assured that the interview will not be used to identify them in any way and that it will only be used for the purpose of the research. The main advantage of this is that in a personal interview it is possible to capture some of the opinions that individuals fail to express in a questionnaire, in most cases because they do not have time to write. A follow-

¹⁹³ Kerlinger, F.N. (1986), *Foundations of Behavioral Research*, 3rd Edition. New York

¹⁹⁴ Roberts, E.S. (1999), 'In defence of the survey method: An illustration from a study of user information satisfaction'. *Accounting and Finance*, Vol. 39, pp. 53-77; Dillman, D. (1991), 'The Design and Administration of E-mail Surveys', *Annual Reviews of Sociology*, Vol. 17, pp. 225-249; and Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. Chichester: John Wiley and Sons Inc.

¹⁹⁵ Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. Chichester: John Wiley and Sons Inc.

up interview is also important in this case, because there are some issues that may arise in the responses that may be difficult to explain. The follow-up face-to-face interviews can be used, therefore, to clarify the issues.

Since the population of academics, policy makers and business people was considered relatively small, it was decided to send the questionnaire to the entire sample population in order to increase the chances of getting a good response rate. This strategy was followed after taking into consideration the response rates associated with the type of respondents under investigation. According to Ho and Wong, the response rates associated with surveys are very low, with an average of about 15 %.¹⁹⁶

5.4 Development and testing the questionnaire (Appendix 1)

In designing the questionnaire, 10 factors that have the potential to influence the rate of growth in the Kuwaiti Gross Domestic Product were included (see Appendix 1). The questionnaire consisted of two sections. The first section (section 1) contained information about the respondent. In particular, respondents were asked to indicate their gender, level of education or education background, age, experience (or the number of years in their current position), and social status. These questions were necessary in order to determine whether there were any differences between the responses based on these characteristics.

Section 2 of the questionnaire consisted of ten factors that may influence the rate of growth in the Kuwaiti Gross Domestic Product. Respondents were asked to indicate to what extent they agreed or disagreed with each of the statements given. For this section, it was important at the same time to consider the recording of the response (e.g., Oppenheim, Sudman and Bradburn, Neuman, Ryan, Sekaran).¹⁹⁷ There are two ways in which this can

¹⁹⁶ Ho, S.S.M. and K.S. Wong (2001), 'A study of corporate disclosure practice and effectiveness, in Hong Kong'. *Journal of International Financial Management and Accounting*, 12:1, pp. 75-102

¹⁹⁷ Oppenheim, A.N. (1966), *Questionnaire Design, Interviewing and Attitude Measurement*. Heinemann; Sudman, S. and N.M. Bradburn (1982), *Asking Questions: A practical guide to questionnaire design*. San Francisco: Josey-Bass; Neuman, W.L. (1991), *Social Research Methods: Quantitative and Qualitative Approaches*, 3rd Edition. Allyn & Bacon; Ryan, C. (1995), *Researching Tourist Satisfaction: issues, concepts, problems*. London: Routledge; and

be done. One approach is to use an open-answer format. Sudman and Bradburn (p.150) point out that the open format allows and encourages respondents to give their opinion fully and with as much nuance as they are capable.¹⁹⁸ The alternative approach is to use a closed-answer format. Sudman and Bradburn point out that whilst closed-answer questions are more difficult to construct, they are easier to analyses, particularly in the statistical sense.¹⁹⁹ There is also less likelihood of researcher bias in summarising the responses. This approach was considered more appropriate in this study.

It was also considered important to establish not only the direction of the responses, but also the degree of intensity with which the views on the disclosure items were held. Therefore, an intensity scale was built into the response categories. This took the form of a five-point Likert scale, which allowed the academics, policy makers, and business people to register the degree of their agreement or disagreement of the influence of each of the ten factors on the rate of growth in the Kuwaiti GDP. In another questionnaire, Petrakos and Avarnitidis utilised a ten-point Likert scale to investigate the importance of various factors in respect of economic development.²⁰⁰ The factors investigated ranged from favorable geographical location and stable political environment, to good infrastructure and high technology. Further, in other questionnaire surveys (e.g., Atrill), the middle point represented a declaration of indifference.²⁰¹ However, in this study, the middle point was omitted in order to force respondents to make a choice. The degree of intensity ranged from 1 (strongly disagree) to 5 (strongly agree).

This approach has been adopted in other similar studies that sought to gather perceptions. For example, Buzby asked financial analysts to indicate, on a five-point Likert scale, the

Sekaran, U. (2000), *Research methods for Business: A Skill Building Approach*, 3rd Edition. Chichester: John Wiley and Sons Inc.

¹⁹⁸ Sudman, S. and N.M.Bradburn (1982), *Asking Questions: A practical guide to questionnaire design*. San Francisco: Josey-Bass.

¹⁹⁹ Ibid.

²⁰⁰ Petrakos, G and P. Avarnitidis (2008), 'Determinants of economic growth'. *Economic Alternatives*, Issue 1, pp. 11-30.

²⁰¹ Atrill, P.F. (1986), 'An Examination of the role, content and utility of published interim financial reports.' Unpublished Doctoral Thesis, Brunel University.

relative importance of 39 items of information in evaluating a company's equity.²⁰² Firth adopted this approach and applied it to UK data.²⁰³ Chandra used the same approach to examine the differences between financial analysts and accountants in the perceived importance of 58 items of information in US annual reports.²⁰⁴ In another UK study, Firth again adopted the approach to examine the differences between users, preparers and practicing accountants towards selected items of information in annual reports.²⁰⁵ Atrill used a seven-point Likert scale to measure the attitudes of users, preparers and accountants towards proposed disclosures in interim reports. Respondents were asked to indicate how desirable they felt it was for items of information to be disclosed in the interim reports.²⁰⁶ Ho and Wong also used a five-point Likert scale to determine how investment analysts perceive the importance of disclosure items in Hong Kong annual reports.²⁰⁷

Once developed, the questionnaire was put through a test for comprehensiveness and understandability by way of a pilot test using a few academics, policy makers and business people. These individuals were asked to fill in the questionnaire, making note of any ambiguous or confusing questions or instructions. The individuals all returned the initial pilot questionnaire that led to minor modifications to the wording and the omitting of some questions.

5.5 Administration of the mail questionnaire and the response rate

As discussed above, the questionnaire was distributed to all 360 individuals consisting of 120 academics, 120 policy makers and 120 business people. An important issue associated with mail questionnaires is the response rate. A low proportion of returns can result in the twin problem of non-response bias and relatively high survey costs. Both problems,

²⁰² Buzby, S.L. (1975), 'Company Size, Listed versus Unlisted Stocks and the Extent of Financial Disclosure.' *Journal of Accounting Research*, 13 (1), Spring, pp. 16-37.

²⁰³ Firth, M.A. (1979), 'The Impact of Size, Stock Market Listing, and Auditors on Voluntary Disclosure in Corporate Annual Reports.' *Accounting and business Research*, Vol. 9, Autumn, pp. 273-280.

²⁰⁴ Chandra, G. (1974), 'Consensus on Disclosure Among Accountants and Security Analysts.' *The Accounting Review* 49, pp. 733-743.

²⁰⁵ Firth, M.A. (1978), 'A Study of the Consensus of the Perceived Importance of Disclosure of Individual Items in Corporate Annual Reports'. *International Journal of Accounting*, Fall, pp. 57-70.

²⁰⁶ Ibid.

²⁰⁷ Ibid.

however, can be reduced if concerted efforts are made to improve the response rate beyond the levels often associated with this form of research. The literature is laden with suggestions concerning ways by which response rates to mail questionnaires can be increased.

Dillman sets out a number of points that the letter accompanying the questionnaire should cover in order to improve the response rate.²⁰⁸ Such factors and points include what the study is about, and its usefulness; why the respondent is important; a promise of confidentiality and an explanation of identification number; what to do if questions arise; promising to send a summary of results to respondents if they want them; and thanking the respondents for their help. These points were addressed in the covering letter sent to respondents with the questionnaire and, based on Sudman and Bradburn's suggestion, the covering letter was kept to a one-page format.²⁰⁹

It has been suggested that pre-notifying the respondents may increase the response rate in a mail questionnaire survey (e.g., Fox et al.).²¹⁰ Murphy et al. report that in two cases, the use of a postcard pre-notifying potential respondents of the survey increased response rates from 10.67 % to 16.51 % and from 19.54 % to 27.60 %.²¹¹ Several other studies (e.g., Kanuk and Berenson, Taylor and Lynn) found response speed was faster for pre-notified respondents than for those who were not pre-notified.²¹² In addition, Dillman suggested that personalising cover letters could also increase response rates in mail questionnaire

²⁰⁸ Dillman, D. (1991), 'The Design and Administration of E-mail Surveys', *Annual Reviews of Sociology*, Vol. 17, pp. 225-249.

²⁰⁹ Ibid.

²¹⁰ Fox, R., M.R. Crask and J. Kim (1988), 'Mail Survey Response Rates: A Meta-Analysis of Selected Techniques for Inducing Response', *Public Opinion Quarterly*, Vol. 52 (4), pp. 467-491.

²¹¹ Murphy, P.R., J. Daley, and D.R. Dalenberg (1991), 'Exploring the Effects of Postcard Prenotification on Industrial Firms' Response to Mail Surveys', *Journal of the Market Research Society*, Vol. 33 (4), pp. 335-345.

²¹² Kanuk, L. and C. Berenson (1975), 'Mail Surveys and Response Rates: A Literature Review', *Journal of Marketing Research*, Vol. 12 (3), pp. 44-53; and Taylor, S. and Lynn, P. (1998), 'The Effect of a Preliminary Notification Letter on Response to a Postal Survey of Young People', *Journal of Market Research Society*, Vol. 40 (2), pp. 165-178.

surveys.²¹³ A personalised letter addressed to a specific individual shows the respondent that he or she is important (e.g., Schaefer and Dillman).²¹⁴

In this study, 285 of the 360 individuals were contacted by telephone before the questionnaire was sent out.²¹⁵ The reason for this was to seek their consent to participate. Of the 285 individuals contacted, 250 agreed to participate. However, the questionnaire was sent to all individuals who had been identified regardless of whether they had consented to participate. This was in the hope that a few would later change their minds.

A prepaid envelope was also included with the questionnaire in order to further improve the response rate (e.g., Moser and Kalton, Dillman, Fox et al, Armstrong and Lusk, Yammarino et al.)²¹⁶ In addition, a follow-up letter and duplicate questionnaire were sent out to non-respondents two weeks after the original questionnaire was sent out in order to maximise response rates. A further follow-up was made through the telephone after another two weeks following the follow-up letter. Yammarino et al. suggested that follow-up mailings and repeated contacts seemed to have greater effect on response rates.²¹⁷

Other design issues, such as the length of the questionnaire, can also influence response rate. For example, the longer the questionnaire, the less likely respondents are to respond (e.g., Heberlein and Baumgartner, Steele et al., Yammarino et al.)²¹⁸ This aspect of

²¹³ Dillman, D. (1991), 'The Design and Administration of E-mail Surveys', *Annual Reviews of Sociology*, Vol. 17, pp. 225-249.

²¹⁴ Schaefer, D.R. and D.A. Dillman (1998), 'Development of a standard e-mail methodology: Results of an experiment', *Public Opinion Quarterly*, Vol. 62 (3), pp. 378-393.

²¹⁵ The other 30 individuals could not be reached, but the questionnaire was still dispatched to the addresses on their employers' websites.

²¹⁶ Moser, C.A. and G. Kalton (1971), *Survey Methods in Social Investigation*, 2nd Edition, Heinemann; Dillman, D. (1991), 'The Design and Administration of E-mail Surveys', *Annual Reviews of Sociology*, Vol. 17, pp. 225-249; Fox, R., Crask, M.R. and Kim, J. (1988), 'Mail Survey Response Rates: A Meta-Analysis of Selected Techniques for Inducing Response', *Public Opinion Quarterly*, Vol. 52 (4), pp. 467-491; Armstrong, J.S. and Lusk, E.J. (1987), 'Return Postage in Mail Surveys: A Meta-analysis', *Public Opinion Quarterly*, Vol. 51 (2), pp. 233-248; and Yammarino, F.J., Skinner, S. and Childers, T.L. (1991), 'Understanding Mail Survey Response Behavior', *Public Opinion Quarterly*, Vol. 55 (4), pp. 613-939.

²¹⁷ Yammarino, F.J., S. Skinner and T.L. Childers (1991), 'Understanding Mail Survey Response Behavior', *Public Opinion Quarterly*, Vol. 55 (4), pp. 613-939.

²¹⁸ Heberlein, T.A. and R. Baumgartner (1978), 'Factors Affecting Response Rates to Mailed Questionnaires: A Quantitative Analysis of the Published Literature', *American Sociological Review*, Vol. 43 (4), pp. 447-462; Steele, T.J., Schwendig, W.L. and Kilpatrick, J.A. (1992), 'Duplicate Responses to Multiple Survey Mailings: A Problem?', *Journal of Advertising Research*, Vol. 32 (2), pp. 26-34; and Yammarino, F.J., Skinner, S. and Childers, T.L. (1991), 'Understanding Mail Survey Response Behavior', *Public Opinion Quarterly*, Vol. 55 (4), pp. 613-939.

questionnaire design was extremely important for this research, where the respondents are more likely to have a very busy schedule (e.g., Ho and Hong).²¹⁹ A concerted effort was made to make the questionnaire short without omitting any disclosure items. The final questionnaire summarised as much as possible to facilitate assessment of the reliability of the survey findings; respondents who were unable to complete the questionnaires were asked to send them back providing their reasons for non-completion. The results of the reliability tests carried out for this study are described in Chapter 6.

5.6 Analysis of questionnaire responses

The analysis of the questionnaire responses was performed in the following sequential manner using SPSS for Windows, and the results are presented in Chapter 6:

1. Analysis based on section 1 of the questionnaire to give a clear picture of the nature of the respondents (i.e., gender, education, age, experience, social status).
2. Analysis based on section 2 of the questionnaire in order to determine the overall agreement with the ten statements.

In analysing the questionnaire responses, descriptive statistics were employed to compute overall mean ratings of each of the ten factors. The descriptive analysis involved looking at means and ranges of the perception of the academics, policy makers and business people on the extent of agreement or disagreement with each of the statements relating to the ten factors that were presented to them. The reason was to determine whether there were any significant differences on the extent of agreement or disagreement with the statements depending on the biographical information that the respondents had given in section 1 of the questionnaire.

²¹⁹ Ibid, p. 24

In testing for the variability in the perceptions of the three groups (academics, policy makers and business people) both non-parametric and parametric tests were employed. Since the perception of the three groups using the Likert scale fall into the ordinal data category, non-parametric tests such as the Mann-Whitney U Test, Wilcoxon t-tests and Kruskal-Wallis test were considered most appropriate to test the differences in mean ratings. However, Siegel suggested that parametric tests (e.g., independent samples t-tests, paired samples t-tests) could also be used with ordinal variables because the tests apply to numbers and not to what those numbers signify.²²⁰ Furthermore, Bryman and Cramer also suggest that when the size of the sample is quite large, a departure from non-parametric tests is allowable.²²¹ The sample in this study was considered relatively large (360 individuals), and hence both non-parametric and parametric tests were used to allow for triangulation of the results.

5.6.1 Non-parametric tests

Non-parametric statistical methods carry less stringent assumptions about the parameters of the population from which a sample is drawn, and they can apply to both ordinal and nominal scales (e.g. Siegel).²²² Their application is based on a model that only requires very general conditions, with no specific form of distribution from which the sample was drawn; the observations are independent and that the variables under study have underlying continuity. These assumptions are, however, weaker than those associated with parametric tests (e.g., Siegel and Castellan).²²³ However, non-parametric statistical methods are generally considered to be less powerful than parametric statistical methods (e.g., Noether, Field).²²⁴ The Mann-Whitney U Test is used to test for differences between means where there

²²⁰ Siegel, S. (1956), *Nonparametric Statistics for the Behavioral Sciences*. New York: McGraw-Hill.

²²¹ Bryman, A. and D. Cramer (1996), *Quantitative Data Analysis for Social Scientists*. London and New York: Routledge.

²²² Siegel, S. (1956), *Nonparametric Statistics for the Behavioral Sciences*. New York: McGraw-Hill.

²²³ Siegel, S. and N.J. Castellan (1988), *Nonparametric statistics for the behavioral sciences*. 2nd Edition. New York: McGraw-Hill.

²²⁴ Noether, G.E. (1991), *Introduction to Statistics: The Non-Parametric Way*. Springer Verlag, USA; and Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

are two conditions, and different subjects have been used in each condition (e.g., Field).²²⁵ In other words, it tests the hypothesis that two independent samples come from populations having the same distribution (e.g., Field, Coakes and Steed) and was therefore used to examine the differences in agreement among academics, policy makers and business people.²²⁶ The Mann-Whitney U Test provides the average rank for each group of data and a rank of 1 is assigned to the smallest value. The 2-tailed p-value indicates whether the smaller value is significant or not (e.g., Norusis, Coakes and Steed).²²⁷

5.6.2 Parametric tests

To use parametric statistical methods, the following assumptions underlying their application must be met (e.g., Siegel, Siegel and Castellan).²²⁸:

1. The observations must be independent.
2. The observations must be drawn from normally distributed populations.
3. The variables must have been measured on at least an interval scale.

When these conditions are satisfied, then parametric tests are considered the most powerful tests for rejecting the null hypothesis (H_0) when it is false. Before proceeding with the multivariate analysis, however, it is important to first establish that the assumptions underlying the technique are not seriously violated (e.g., Berry, Field).²²⁹ These assumptions

²²⁵ Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

²²⁶ Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications; and Coakes, S.J. and Steed, L.G. (2001), *SPSS Analysis without Anguish, Version 10.0 for Windows*. Brisbane: John Wiley.

²²⁷ Norusis, M.J. (1997), 'SPSS for Windows: Base system user's guide', Release 7.5, SPSS Inc.

²²⁸ Siegel, S. and Castellan, N.J. (1988), *Nonparametric statistics for the behavioral sciences*. 2nd Edition. New York: McGraw-Hill.

²²⁹ Berry, W.D. (1993), 'Understanding regression assumptions'. Sage university paper series on quantitative applications in the social sciences. Newbury Park, CA: Sage.

include multicollinearity, normality, linearity, and homoscedasticity (e.g., Coakes and Steed).²³⁰

5.6.2 Assumption testing

1. Multicollinearity exists when there is a strong correlation between two or more predictors in a regression model (e.g., Koutsoyiannis, Moore and Buzby).²³¹ High levels of collinearity increase the probability that a good predictor of the outcome will be found non-significant and rejected from the model (e.g., Wright, Field).²³² In order to identify the problem of multicollinearity, three tests were conducted. The first involved an examination of the correlation matrix to determine whether the independent variables were significantly correlated. It is suggested (e.g., Judge et al.; Kennedy) that multicollinearity problems are considered harmful only when they exceed 0.8 or 0.9.²³³ According to Myers, a certain degree of multicollinearity can still exist even when none of the bivariate correlation coefficients is very large.²³⁴ This is because one independent variable may be an approximate linear function of a set of several independent variables (e.g., Field).²³⁵ Therefore other diagnostics involving an examination of the Variance Inflation Factor (VIF) and Tolerance values were also conducted. The VIF indicates whether a predictor has a strong linear impact with other predictors (e.g., Field).²³⁶ Neter et al. and Myers suggest that VIF values should create a

²³⁰ Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

²³¹ Koutsoyiannis, A. (1972), *Theory Econometrics: An Introduction Exposition of Econometrics Methods*. MacMillan; and Moore, M.L. and Buzby, S. (1972), 'The Quality of Corporate Financial Disclosure: A Comment', *Accounting Review*, July, pp. 581-586.

²³² Moore, M.L. and S. Buzby (1972), 'The Quality of Corporate Financial Disclosure: A Comment'. *Accounting Review*, July, pp. 581-586; and Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

²³³ Judge, G.J., W.E. Griffiths, R. Carter Hill, H. Lutkepohl and T.C. Lee (1985), *The Theory and Practice of Econometrics*, 2nd Edition; and Kennedy, P. (1985), *A Guide to Econometrics*, 2nd Edition. Oxford: Basil Blackwell Ltd.

²³⁴ Myers, S.C. (1977), 'Determinants of Corporate Borrowing.' *Journal of Financial Economics*, Vol. 5 (1), pp. 147-175.

²³⁵⁻²²⁴ Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

problem only when they reach values of 10.²³⁷ Another statistic examined is the tolerance statistic which is the reciprocal of the VIF. Values below 0.1 indicate serious problems (e.g., Norusis, Field),²³⁸ although Menard suggests that values below 0.2 are worthy of concern.²³⁹

2. *Normality* To assess the magnitude of the problems associated with normality of the data in this study, histograms, stem-and-leaf plots, and normality probability plots were constructed for each continuous dependent and independent variable. Standard tests on skewness and kurtosis, and Kolmogorov-Smirnov tests of normality were also used to determine whether the sample came from a normal population. Where the assumptions of normality were not met, data was transformed into natural logarithms (e.g., Cooke).²⁴⁰

3. *Linearity* To check the assumption of linearity, the scatter plots of the residuals produced by SPSS are examined. It is assumed that the residuals have a linear impact with the predicted dependent variable scores and that the variance of the residuals is the same for all predicted scores (e.g., Field, Coakes and Steed, Pallant).²⁴¹ If funnel pattern is observed, then the linearity assumption is violated and where there are extreme deviations, the problem is overcome by transforming that data (e.g., Norusis).²⁴² Mild deviations from linearity are not considered serious (e.g., Tabachnick and Fidell, Coakes and Steed).²⁴³

²³⁷ Neter, J., W. Wasserman and M. Kunter (1983), *Applied Regression Models*. Homewood Illinois; and Myers, S.C. (1977), 'Determinants of Corporate Borrowing.' *Journal of Financial Economics*. Vol. 5 (1), pp. 147-175.

²³⁸ Norusis, M.J. (1997), *SPSS for Windows: Base system user's guide*, release 7.5. SPSS Inc.; and Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications

²³⁹ Menard, S. (1995), *Applied logistic regression analysis*. Sage university paper series on quantitative applications in the social sciences. Thousand Oaks, CA: Sage.

²⁴⁰ Cooke, T.E. (1998), 'Regression Analysis in Accounting Disclosure Studies', *Accounting and Business Research*, Vol. 28 (3), pp. 209-224.

²⁴¹ Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications; Coakes, S.J. and Steed, L.G. (2001), *SPSS Analysis without Anguish, Version 10.0 for Windows* Brisbane: John Wiley

²⁴² Norusis, M.J. (1997), 'SPSS for Windows: Base system user's guide'. Release 7.5. SPSS Inc.

²⁴³ Tabachnick, B.G. and L.S. Fidell (1996), *Using multivariate statistics*. 3rd Edition. New York: HarperCollins; and Coakes, S.J. and Steed, L.G. (2001), *SPSS Analysis without Anguish*. Version 10.0 for Windows. Brisbane: John Wiley.

4. Homoscedasticity refers to a situation where the variability in the scores for one variable is roughly the same at all values of the other variables (Coakes and Steed).²⁴⁴ It is concerned with how the scores cluster uniformly about the regression line. The assumption of homoscedasticity is checked by a visual examination of the standardised residual scatterplots produced by the SPSS. If the residuals appear to be randomly scattered around the regression line, then the equal variance assumption is satisfied (e.g., Norusis, Field, Coakes and Steed).²⁴⁵ If this assumption is violated, data may be transformed (e.g., Norusis).²⁴⁶

5.6.3 Hypotheses testing

The main hypothesis tested in the study is:

H₁: *There is a significant consensus among academics, policy makers and business people on the influence of the statistically significant effect of the level of women participation in the Kuwait workforce (Education level, Income inequality, Foreign direct investment, Rate of population growth, Exports, Human capital, Political empowerment, Technology) on the rate of growth in the Kuwaiti Gross Domestic Product.*

Hypotheses Testing Approach

The choice of the approach to test the hypotheses is determined by the purpose of the research. In this study, the objective is to investigate the consensus on the influence of the level of women in the workforce, measured ten other factors, on the economic growth of Kuwait. As such, both univariate and multivariate analyses are undertaken. This approach has been adopted because on the one hand, univariate analysis indicates only the impact between the dependent variable and each of the independent variables. On the other hand,

²⁴⁴ Coakes, S.J. and L.G. Steed (2001), *SPSS Analysis without Anguish, Version 10.0 for Windows*. Brisbane: John Wiley.

²⁴⁵ Norusis, M.J. (1997), *SPSS for Windows: Base system user's guide, release 7.5*. SPSS Inc.; and Field, A. (2000), *Discovering Statistic Using SPSS for Windows*. Sage Publications.

²⁴⁶ Coakes, S.J. and L.G. Steed (2001), *SPSS Analysis without Anguish, Version 10.0 for Windows*. Brisbane: John Wiley.

multivariate analysis indicates the collective and separate contributions of two or more independent variables to the dependent variable. Thus, not only is attention paid to the univariate relationships between the independent variables and dependent variable, but also to the potential incremental information an independent variable could contribute to explaining the variations in disclosure. Using multiple methods of data analysis is known as triangulation, and was recommended by Denzin (p. 26) because ‘...no method is ever free of rival causal factors.’²⁴⁷ Cooke also argues that employing both tests allows triangulation of the results and thus reduces the probability of incorrectly rejecting the null hypothesis.²⁴⁸

5.7 Ethical, health and safety issues

The researcher was mindful that asking respondents in Kuwait about the influence of ten factors on the rate of growth of the Kuwait GDP could potentially be a sensitive issue. In this regard, the researcher observed applicable ethical codes of conduct at all times throughout the course of the research. Confidentiality and privacy of respondents were observed, as were codes relating to data protection. Participants and companies are referred to on a no-name basis and descriptions such as “Individual A” is used for contextualization purposes. Participants in all face-to-face interviews or questionnaires were asked for informed consent to conduct the interview and also informed of their right to remain anonymous. The researcher was also aware of the health and safety risks involved in conducting research of this nature and therefore took the utmost care and preparation both before and during the conduct of the fieldwork. Kuwait is a relatively safe and harmonious environment, consequently the risks involved in this research were considered to be comparatively small. The researcher ensured that any sensitive issue was handled with all sense of maturity. The researcher also utilised the extensive network of connections with which she has been associated over a period of time. In order to achieve the highest standards of health and

²⁴⁷ Denzin, N.K. (1978), ‘The logic of naturalistic inquiry’, in Denzin, N.K. (ed.), *Sociological Methods: A Sourcebook*. New York: McGraw-Hill.

²⁴⁸ Cooke, T.E. and R.S.O. Wallace (1989), ‘Global surveys of Corporate Disclosure Practices and audit Firms: A Review Essay’. *Accounting and Business Research*. Vol. 20 (77), pp. 47-57.

safety, the researcher did not take undue risks in the course of the research and adhered to the university guidelines on health and safety issues at all times.

Chapter 6

Pilot Study

6.1 Methodology of the pilot study

To fulfil the requirements of the pilot study, the steps presented below were followed.

6.1.1 Developing the questionnaire

The questionnaire was developed in accordance with the relevant literature review conducted by the researcher. The experience of the researcher, and her personal belief regarding the instruments' (questions') suitability to measure the study variables, was used while drafting those instruments, which in turn explains why the questions were drafted in the first place. Following the questionnaire preparation, the researcher approached a few academics, policy makers and business people (arbitration committee) with whom she has links. They were asked about the suitability of the drafted instruments to measure the study variables. They drafted their remarks, which lead to the omission of some instruments and minor modification to the wordings of others. Table 6.1.1 presents the initial pilot questionnaire after the remarks of the arbitration committee were considered.

Appendix 1 presents a narrative which clarifies why the questions presented in the table were chosen.

Table 6.1.1 Final format for the Initial Pilot Questionnaire

Serial	Question
First Variable : Education Gender Gap (1) Primary Level	
1	The primary education stage in the state of Kuwait is an integral part of the State Development Plan.
2	The State Development Plan aims to provide equal access for females and males to the primary education stage throughout the country.
3	Female education in the state of Kuwait is in-line with the prevailing customs and traditions.
4	The educational approach adopted at the primary education stage is consistent with the developmental requirements of the state's efforts to improve investment in the human resources to advance economic and social progress.
5	The environment in which females coexist at the primary education stage is appropriate from the religious, mental and physical points of view, and it is non-offensive for families to enroll their children, both male and female.
6	The female portion of overall illiteracy existing within the state of Kuwait is relatively low.
7	Women are involved in constructing and developing the training and the academic curricula for the primary education stage.
8	There is reluctance among parents to register their female children at the primary education stage due to the high cost of living.
9	The cost of enrolling female children in primary education is relatively high if compared with Kuwaiti family income.
10	The primary education stage for females is viewed as a process through which the state can reduce illiteracy rates among females.
11	The percentage of female drop-outs from the primary education stage is relatively high if compared with that of males.
12	The phenomenon of female child labour is not popular in the state of Kuwait.
(2) Secondary Level	
1	The secondary education stage is compulsory under the prevailing laws of the state of Kuwait.

2	The number of female students in the secondary education stage is relatively low if compared with the primary stage.
3	There are campaigns to educate families as to the importance of enrolling their female children in the secondary education stage.
4	Women are involved in constructing and developing the training and the academic curricula for the secondary education stage.
5	Women in Kuwait view the secondary stage as an infrastructure for an intangible gain that can lead them to financial independence in the future.
6	The Kuwait female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers and so forth.
7	The training and academic curricula fit with the aspirations and needs of Kuwaiti female students in connection with the labour market.
8	The cost of enrolling the female student at the secondary education level is relatively high if compared with the Kuwaiti family's income.
(3) Tertiary Level	
1	A small percentage of Kuwait females are forced to marry during the tertiary stage.
2	A small percentage of Kuwait females are married during the tertiary stage by their own free will.
3	The tertiary educational stage is compulsory under the prevailing laws of the state of Kuwait.
4	The number of female students in the tertiary education stage is relatively low when compared with the secondary stage.
5	The Kuwaiti female is given an equivalent opportunity to that of the male in enrolment at universities.
6	The Kuwaiti female student receives the same attention and care that the male student enjoys throughout this level.
7	Female education at the tertiary stage is consistent with the aspirations and needs of the Kuwait women labour force.
8	The Kuwaiti female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers, etc.
9	The level of Kuwaiti female student drop-outs from the tertiary education stage emanates from social, economic and moral circumstances.

Second Variable: Income Inequality	
1	The salary scales recommended for both genders in private and publicly traded firms in Kuwait are constructed in a manner that can accommodate frequent changes stemming from market forces (supply and demand).
2	Women who possess special character traits (intelligence, self-motivation, special leadership qualities and so forth) are offered more wages than those of their peers who do not.
3	The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to services fees
4	The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to services fees
5	The demand for skilled labour and professional skills within the sector in which you operate is relatively high.
6	The demand for non-skilled labour within the sector in which you operate is relatively high.
7	Women with particular qualifications and skills receive the same salary as their male peers who hold the same qualifications and skills.
8	The salary which the working woman in the state of Kuwait receives is not subject to deductions for such things as maternity absence.
9	Childrearing is shared equally between women and men in the state of Kuwait, which gives both an equal opportunity to devote themselves to making progress within the workforce in which they are considered members.
Third Variable : Foreign Direct Investment ,	
1	The idea of Kuwaiti women travelling abroad to attract new investment is not contrary to the customs and traditions of the state of Kuwait.
2	Media output regarding women's issues and their role in the investment sector adhere to a clear plan that aims to enhance and increase awareness of the sector as to women's role in the sector in question.
3	Kuwaiti working women are expected to receive trade delegations working on the development of foreign trade and joint cooperation.
4	Women's involvement in the investment sector and their playing a major role in developing new investment ideas and good managerial practices, are considered to be consistent with the prevailing customs and traditions of the state of Kuwait, and to properly suit Kuwaiti women.

5	Kuwaiti working women are given opportunities that enable them to identify and take the necessary decisions regarding the investment climate foreign investors are expecting to enjoy if they direct their investment to the state of Kuwait.
6	The involvement of Kuwaiti women in the investment sector can increase business know-how in a way that meets Kuwaiti women's expectations.
7	Kuwaiti women have an input in dialogues regarding women's issues which are aimed at shaping attitudes on the significance of their role within the investment sector.
8	The investment environment in which the Kuwaiti female might coexist is considered appropriate from the religious, mental and physical point of view.
Fourth Variable : Rate Of Population Growth	
1	The adopted technology within the state of Kuwait is considered aligned with population growth and its consequential increase in demand, and aims to satisfy that growing demand.
2	The adoption of new technology within the state of Kuwait helps to attract new workers from both genders rather than increasing the salaries of the existing workers.
3	The applicable laws protect the woman's right to choose her life partner (husband) in accordance with what has been taught by Islam, which in turn facilitates ensuring her a fulfilled life through which she can establish a healthy, educated and productive family.
4	The applicable laws determine the age of marriage for women, such as to give her the opportunity to enjoy a healthy sense of nurture and a suitable education.
5	The common childhood diseases are treated and monitored by dedicated institutions and bodies governed by the state of Kuwait, to ensure the maintenance of a healthy and productive caliber of citizen who can accommodate changes in the economy.
6	The Kuwaiti woman is educated in so-called family planning and benefits from fertility regulations in enjoying good health, which in turn lessens the burden of motherhood, orienting her to be a productive member of society through academic and practical achievement.
7	The Kuwaiti women is educated in the techniques of modern childrearing.
Fifth Variable : Exports	
1	The Kuwaiti working woman is given the opportunity to participate in general and specialized exhibitions within the economic sector of whose workforce she is considered to be a member.
2	Kuwaiti women are given the chance to join trade delegations aimed at identifying foreign consumers' needs and to explore ways of satisfying those needs locally.

3	The Kuwaiti woman is given the chance to receive foreign trade delegates and exchange with them the commercial possibilities of opening new markets for the state of Kuwait abroad.
4	The Kuwaiti working woman is involved in preparing and developing market studies within local districts or centers of business, to be disseminated via Kuwaiti embassies abroad.
5	The Kuwaiti woman is given the chance to make a contribution in the field of logistical support and technical and business information for companies operating under the umbrella of the Kuwaiti economy, in an attempt to improve the effectiveness of their export performance.
6	The Kuwaiti working woman is given the chance within the sector in which she operates, to join foreign trade missions promoting and developing trade and communication mechanisms with existing foreign importers.
7	The Kuwaiti working woman is given the opportunity to follow up the reports and the achievements of domestic commercial centers through Kuwaiti embassies, in order to develop export markets and strengthen Kuwait's presence abroad.
Sixth Variable: Human Capital	
1	The human capital from both genders is armed with the required academic and practical experience needed to fill the gaps arising from market needs for new specialties.
2	Certain academic programs available to both genders within the universities operating under the prevailing laws of the state of Kuwait are geared toward market needs.
3	Kuwaiti women in enterprises operating under the umbrella of the Kuwaiti economy are motivated to attend ongoing training courses in the fields of technology, business, computer skills and so forth, to refine their capabilities and awareness of the emergent challenges arising from the industry in which they operate.
4	The privileges and salaries offered to Kuwaiti working women are considered commensurate with the burden presented by the responsibilities and duties they undertake.
5	The allocation of women resource capital is considered sufficient to meet the requirements of specific enterprises with regard to increasing productivity.
6	Women participation in the workforce in the state of Kuwait conform to the prevailing laws and regulations much more than do the men; nevertheless, they are not given the opportunity to lead within their field.
7	Kuwaiti women, with what they possess in terms of qualifications and skills, are no different from their male peers in the pressures of work they face.
Seventh Variable : Political Empowerment	

1	Kuwait's prevailing laws and regulations emphasis women's political and economic participation.
2	Women's economic and political participation is not superficial but genuine, to the extent that they can formulate public policy in both areas (economics and politics).
3	Kuwaiti Women occupy senior executive positions only within certain sectors.
4	Kuwaiti women retain their legal rights in the area of diplomatic representation.
5	The Kuwaiti woman retains her legal right to vote and to run in elections for political, economic, parliamentary and legislative posts.
6	Kuwaiti women's political participation is not limited to their representation in the parliament and legislative council, but extends to include their participation in public decision-making processes at all levels.
7	There is continuous and accurate monitoring by a legal body governed by the regulations in force, under which the applicable laws guarantee women's rights in practice.
8	The social climate in the state of Kuwait is considered appropriate for women to exercise their political, economic and civil rights.
9	Kuwaiti women are aware of their rights in the public decision-making process and the importance of their taking on responsibilities in political and economic life.
Eighth Variable : Technology	
1	Kuwaiti women enjoy equivalent opportunities to those enjoyed by men, in the areas of enrollment at universities, institutes and workshops for business planning and professional development, and in information technology, to improve their functional and technical skills.
2	Information publicised through the media usually leaves a positive impression regarding women's ability to deal with modern technology and their capabilities in taking independent action through participation in decision making.
3	Counter to tradition, women occupy leading positions in the fields of technology and communication, helping them to publicise their ideas and aspirations, perhaps enhancing their opportunities to advance economically.
4	Kuwaiti women possess e-culture and technological skills similar to those of men, placing them in a strong competitive position in all sectors of the economy.
5	Information and technology institutions are considered safe environments in which women can study in order to augment their technological and informational skills.

6	Kuwaiti women are given the opportunity to enroll themselves in highly technical courses conducted by professional trainers, whereby they receive a high level of technical knowledge.
7	Information and technology programs are designed to accommodate all age groups or classes equally, whether male or female.
Ninth Variable: Growth in the Gross Domestic Product	
1	Educational institutions in Kuwait can accommodate the population growth of both genders, male and female.
2	Education for females is viewed as a process by which the state can invest in the female sector to increase gross domestic product.
3	The Kuwaiti media takes on responsibility for publicising the importance of – the social and economic gain represented by – women's participation at the various levels of the economy.
4	Subjecting Kuwaiti working women to functional punishment is not contrary to custom and tradition; rather it can be seen as a means of increasing her awareness within her field, thus working efficiently and effectively to meet productivity targets.
5	Kuwaiti working women are given the opportunity to participate in, or to prepare and develop, training programs for export operations in order to increase their efficiency and capacity in servicing existing foreign markets, as well as their ability to open new markets abroad.
6	There is ongoing awareness of the need to address future perceptions of various aspects of motherhood and child care in order to provide society with healthy and productive members who can positively impact economic progress.
7	Kuwaiti women are given the opportunity to join foreign trade delegations that aim to explore the opportunities available in key markets, while at the same time being empowered to do whatever it takes to capitalise on opportunities locally.
8	Women are given the chance to educate themselves in fields where the demand for labour is high.

6.2 The pilot study

To determine whether there is consensus among the respondents, and whether the variables identified are associated with economic growth, the initial pilot questionnaire presented at Table 6.1.1 was posted to 75 individuals selected randomly from academics, policy makers, and business people. The number of retrieved questionnaires was 50 people

(20 academics, 10 policy makers, 20 business people). Only 43 were considered suitable material for conducting the pilot study, since they were usable or valid for the SPSS analysis.

Following the retrieval of the questionnaires, a reliability test was used to examine the consistency with which the randomly selected individuals responded to items in various instances. If the responses for the same item were alike, the instrument was considered a stable and exact measurement of the information of interest. The reliability test allows users to study the properties of the variable measurement and the items that make them up. Meanwhile the relevant procedure calculates the result of the common measures of the variable, and provides information about the relationships between individual items in the variable.

Cronbach's Alphas were calculated in order to assess the internal consistency of the resulting variables and the associated instruments to collect meaningful data. Cronbach Alpha was calculated for each variable to confirm its value. Based on the recommendation of Nunnally (1978), the calculated Cronbach Alpha for the variable must be greater than 0.7 in order to consider the attributed instruments (questions) reliable for its measurement. Researchers, on the other hand, suggested 0.7 as an acceptable cut-off for the variable reliability (Hair et al, 1995); elsewhere, a value more than 0.6 is regarded as a satisfactory level (Dinev and Hart, 2002; Hair, Bush, and Ortinau, 2000; Malhotra et al., 1996; Van de Ven and Ferry, 1980; Nunnally, 1978).

The Cronbach Alpha can be increased by the removal of some instruments (questions) (Zander and Kogout, 1995). The rule for which questions should be removed or kept is based on the results of the trial and error tests for Cronbach Alpha. Therefore, if the scored results of the trial and error tests indicated that the removal of certain instruments would increase Cronbach Alpha, the said instruments should be removed and vice versa. Accordingly, Cronbach Alpha was repeated several times to increase the validity of the

questionnaire for collecting meaningful data. The scored results for the semi-final pilot study are presented in Table 6.2.1, where column 1 displays the names of the variables used to fulfil the requirements of the pilot study. Column 2 contains the number of instruments (questions) that were tested for each variable in the semi-final pilot study. Column 3 displays the number of valid questionnaires used to carry out the semi-final pilot study. Column 4 displays the calculated alpha for each variable.

Table 6.2.1 the results of Alpha Cronbach for the semifinal pilot study

1	2	3	4
Variable	No. of Items	No. of Cases	Alpha
Education Gender Gap			
Primary Level	12	43	0.462
Secondary Level	8	43	0.431
Tertiary Level	9	43	0.501
Income Inequality	9	43	0.443
Foreign Direct Investment	8	43	0.552
Rate Of Population Growth	7	43	0.593
Exports	7	43	0.285
Human Capital	7	43	0.135
Political Empowerment	9	43	0.432
Technology	7	43	0.435
Rate of Growth in the Gross Domestic Product	8	43	0.511

Hereunder is an explanation of the figures presented in Table 6.2.1.

Education Gender Gap

The semifinal reliability test for education gender gap was conducted for three dimensions:

(1) Primary enrolment education; **(2)** Secondary enrolment education; and **(3)** Tertiary enrolment education, of Kuwaiti economic growth.

The semifinal test for **Primary Enrolment Education** was carried out for all the items (12 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.462 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified four instruments – nos . 9, 10, 11 & 12 (see Table 6.1.1) – as contributors to the decrease of alpha.

In the same way, the semifinal test for **Secondary Enrolment Education** was carried out for all the items (8 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.431 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified two instruments – nos. 7 & 8 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Following the same tests procedures as above, the semifinal test for **Tertiary Enrolment Education** was carried out for all the items (9 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.501 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified two instruments – nos. 8 & 9 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Income Inequality

The semifinal test for income inequality was carried out for all the items (9 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.443 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified three instruments – nos. 7, 8 & 9 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Foreign Direct Investment

The semifinal test for foreign direct investment was carried out for all the items (8 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.552 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified two instruments – nos. 7 & 8 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Rate of Population Growth

The semifinal test for rate of population growth was carried out for all the items (7 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.593 (see table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable.

The trial and error procedures identified two instruments – nos. 6 & 7 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Exports

The semifinal test for exports was carried out for all the items (7 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.285 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified two instruments – nos. 6 & 7 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Human Capital

The semifinal test for human capital was carried out for all the items (7 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.135 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified two instruments – nos. 6 & 7 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Political environment

The semifinal test for political environment was carried out for all the items (9 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.432 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was

undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified three instruments – nos. 7, 8 & 9 (see Table 6.1.1) – as contributors to the decrease of Alpha.

Technology

The semifinal test for technology was carried out for all the items (7 instruments) used to measure the subject variable (see table 6.1.1). Cronbach Alpha was found to be 0.435 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified 1 instrument – no. 7 (see Table 6.1.1) – as a contributor to the decrease of Alpha.

Rate of Growth in the Gross Domestic Product

The semifinal test for rate of growth in the gross domestic product was carried out for all the items (7 instruments) used to measure the subject variable (see Table 6.1.1). Cronbach Alpha was found to be 0.511 (see Table 6.2.1), which is lower than the accepted cut-off for variable reliability of equal to 0.7 (Hair *et al*, 1995). A reliability test using trial and error procedures was undertaken to increase the value of alpha to an acceptable level (equal to or above 0.7), where the subject variable can be considered suitable to test the dependent variable. The trial and error procedures identified one instrument – no. 8 – (see Table 6.1.1) as a contributor to the decrease of Alpha.

6.3 The final results of the Pilot study

The scored results of the semi-final pilot study were presented to a few academics, policy makers and business people with whom the researcher has links, to consult them on

possible drop out of instruments (questions). They confirmed the deletion of the instruments identified in the semi-final pilot study since they contribute to the decrease of Alpha. Cronbach Alpha was calculated after dropping out the irrelevant instruments, since their Alpha is lower than the generally accepted cut-off level of equal to 0.7. Table 6.3.1 tabulates the results of the calculated alpha for the final pilot study. As displayed in Table 6.3.1, all the variables had acceptable alpha scores, ranging from 0.732 to 0.913. All are above the generally accepted lower limit of 0.7. From this finding it is concluded that the variables have an acceptable level of internal consistency, and are considered suitable and reliable to measure the impact of the independent variables (Education Level, Income Inequality, Foreign Direct Investment, Rate of Population Growth, Exports, Human Capital, Political Empowerment and Technology) on the dependent variable (Rate of Growth in the GDP) (Wiersma, 2000).

Note to Table 6.3.1: Column 1 displays the names of the variables used to fulfill the requirements of the final pilot study. Column 2 contains the number of instruments (questions) after removing some questions identified in the semifinal pilot study as contributors to the decrease of alpha .Column 3 displays the number of valid questionnaires used to carry out the final pilot study. Column 4 displays the calculated alpha for each variable in the final pilot study.

Table 6.3.1 the Results of Alpha Cronbach for the Final Pilot Study

1	2	3	4
Variable	No. of Items	No. of Cases	Alpha
Education Gender Gap:			
Primary Level	8	43	0.732
Secondary Level	6	43	0.815
Tertiary Level	7	43	0.859
Income Inequality	6	43	0.879
Foreign Direct Investment	6	43	0.821
Rate Of Population Growth	5	43	0.864

Exports	6	43	0.913
Human Capital	5	43	0.898
Political Empowerment	6	43	0.793
Technology	6	43	0.785
Rate of Growth in the Gross Domestic Product	7	43	0.796

There follows an explanation of the results presented in Table 6.3.1

Primary enrolment education

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified 4 out of 12 instruments – nos.9,10,11 &12 (See Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only eight instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.732 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Secondary enrolment education

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified two out of eight instruments – nos.7 & 8 (see Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only six instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.815 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Tertiary enrolment education

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified two out of nine instruments – nos. 8 & 9 (see Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only seven instruments for which to calculate the final Cronbach Alpha. Accordingly alpha

increased to 0.859 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Income Inequality

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified three out of nine instruments – nos. 7, 8 & 9 (see Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study to end up having only six instruments to calculate the final Cronbach Alpha. Accordingly Alpha increased to (0.879) (see table 6.3.1), which is an accepted cut-off for the inclusion of the variable in the main study.

Foreign Direct Investment

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified three out of eight instruments – nos. 2, 7 & 8 (see Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only five instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.821 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Rate of Population Growth

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified two out of seven instruments – nos. 6 & 7 (see Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only five instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.864 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Exports

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified two out of seven instruments – nos. 6 & 7 (see Table 6.1.1) – as contributors to the decrease of Alpha . Therefore they were eliminated from the final pilot study, leaving only five instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.913 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Human Capital

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified two out of seven instruments – nos. 6 & 7 (see Table 6.1.1) – as contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only five instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.898 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Political environment

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified three out of nine instruments – nos. 7, 8 & 9 (see Table 6.1.1) – a contributors to the decrease of Alpha. Therefore they were eliminated from the final pilot study, leaving only six instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.793 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Technology

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified one out of seven instruments – no. 7 (see Table 6.1.1) – as a contributor to the decrease of Alpha. Therefore it was eliminated from the final pilot study, leaving only six

instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.785 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

Rate of Growth in the Gross Domestic Product

The trial and error procedures conducted in the semifinal pilot study for the subject variable identified one out of eight instruments – no. 8 (see Table 6.1.1) – as a contributor to the decrease of Alpha. Therefore it was eliminated from the final pilot study, leaving only seven instruments for which to calculate the final Cronbach Alpha. Accordingly alpha increased to 0.795 (see Table 6.3.1), which is an acceptable cut-off for inclusion of the variable in the main study.

6.4 The Final instruments

Based on the results of the final pilot study, the reliable instruments were identified. Thereafter, the instruments were tabulated as presented in Table 6.4.1, to represent the final questionnaire that will be used to test the validity of the study hypothesis in the main study.

Table 6.4.1 Instruments adopted to test the Thesis Hypothesis

	Question
First Variable: Education Gender Gap (1) Primary Level	
1	The primary education stage in the state of Kuwait is an integral part of the State Development Plan.
2	The State Development Plan aims to provide equal access for females and males to the primary education stage throughout the country.
3	Female education in the state of Kuwait is in-line with the prevailing customs and traditions.

4	The educational approach adopted at the primary education stage is consistent with the developmental requirements of the state's efforts to improve investment in the human resources to advance economic and social progress.
5	The environment in which females coexist at the primary education stage is appropriate from the religious, mental and physical points of view, and it is non-offensive for families to enroll their children, both male and female.
6	The female portion of overall illiteracy existing within the state of Kuwait is relatively low.
7	Women are involved in constructing and developing the training and the academic curricula for the primary education stage.
8	There is reluctance among parents to enroll their female children at the primary education stage due to the high cost of living.
(2) Secondary Level	
1	The secondary education stage is compulsory under the prevailing laws of the state of Kuwait.
2	The number of female students in the secondary education stage is relatively low if compared with the primary stage.
3	There are campaigns to educate families as to the importance of enrolling their female children in the secondary education stage.
4	Women are involved in constructing and developing the training and the academic curricula for the secondary education stage.
5	Women in Kuwait view the secondary stage as a vehicle for an intangible gain that can lead them to financial independence in the future.
6	The Kuwait female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers and so forth.
(3) Tertiary Level	
1	A small percentage of Kuwait females are forced to marry during the tertiary stage.
2	A small percentage of Kuwait females are married during the tertiary stage by their own free will.

3	The tertiary educational stage is compulsory under the prevailing laws of the State of Kuwait.
4	The number of female students in the tertiary education stage is relatively low when compared with the secondary stage.
5	The Kuwaiti female is given an equivalent opportunity to that of the male in enrolment at universities.
6	The Kuwaiti female student receives the same attention and care that the male student enjoys throughout this level.
7	Female education at the tertiary stage is consistent with the aspirations and needs of the Kuwait women labour force.
Second Variable: Income Inequality	
1	The salary scales recommended for both genders in private and publicly traded firms in Kuwait are constructed in a manner that can accommodate frequent changes stemming from market forces (supply and demand).
2	Women who possess special character traits (intelligence, self-motivation, special leadership qualities and so forth) are offered more wages than those of their peers who do not.
3	The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to fixed services fees.
4	The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to services fees.
5	The demand for skilled labour and professional skills within the sector in which you operate is relatively high.
6	The demand for non-skilled labour within the sector in which you operate is relatively high.
Third Variable: Foreign Direct Investment	
1	The idea of Kuwaiti women travelling abroad to attract new investment is not contrary to the customs and traditions of the state of Kuwait.
2	Kuwaiti working women are expected to receive trade delegations working on the development of foreign trade and joint cooperation.

3	Women's involvement in the investment sector and their playing a major role in developing new investment ideas and good managerial practices, are considered to be consistent with the prevailing customs and traditions of the state of Kuwait, and to properly suit Kuwaiti women.
4	Kuwaiti workings women are given opportunities that enable them to identify and take the necessary decisions regarding the investment climate foreign investors are expecting to enjoy if they direct their investment to the state of Kuwait.
5	The involvement of Kuwaiti women in the investment sector can increase business know-how in a way that meets Kuwaiti women's expectations.
Fourth Variable: Rate Of Population Growth	
1	The adopted technology within the state of Kuwait is considered aligned with population growth and its consequential increase in demand, and aims to satisfy that growing demand.
2	The adoption of new technology within the state of Kuwait helps to attract new workers from both genders rather than increasing the salaries of the existing workers.
3	The applicable laws protect the women's right to choose her life partner (Husband) in accordance to what has been brought by Islam, which in turn facilitate ensuring her a decent life through which she can establish a healthy and educated and productive family.
4	The applicable laws determine the age of marriage for women, such as to give her the opportunity to enjoy a healthy sense of nurture and a suitable education.
5	The common childhood diseases are treated and monitored by dedicated institutions and bodies governed by the state of Kuwait, to ensure the maintenance of a healthy and productive caliber of citizen who can accommodate changes in the economy.
Fifth Variable: Exports	
1	The Kuwaiti working woman is given the opportunity to participate in general and specialized exhibitions within the economic sector of whose workforce she is considered to be a member.
2	Kuwaiti women are given the chance to join trade delegations aimed at identifying foreign consumers' needs and to explore ways of satisfying those needs locally.

3	The Kuwaiti woman is given the chance to receive foreign trade delegates and exchange with them the commercial possibilities of opening new markets for the state of Kuwait abroad.
4	The Kuwaiti working woman is involved in preparing and developing market studies within local districts or centers of business, to be disseminated via Kuwaiti embassies abroad.
5	The Kuwaiti woman is given the chance to make a contribution in the field of logistical support and technical and business information for companies operating under the umbrella of the Kuwaiti economy, in an attempt to improve the effectiveness of their export performance.
6	The Kuwaiti working woman is given the chance within the sector in which she operates, to join foreign trade missions promoting and developing trade and communication mechanisms with existing foreign importers.
Sixth Variable: Human Capital	
1	The human capital from both genders is armed with the required academic and practical experience needed to fill the gaps arising from market needs for new specialties.
2	Certain academic programs available to both genders within the universities operating under the prevailing laws of the state of Kuwait are geared toward market needs.
3	Kuwaiti women in enterprises operating under the umbrella of the Kuwaiti economy are encouraged to attend ongoing training courses in the fields of technology, business, computer skills and so forth, to refine their capabilities and awareness of the emergent challenges arising from the industry in which they operate.
4	The privileges and salaries offered to Kuwaiti working women are considered commensurate with the burden presented by the responsibilities and duties they undertake.
5	The allocation of women resource capital is considered sufficient to meet the requirements of specific enterprises with regard to increasing productivity.
Seventh Variable: Political Empowerment	
1	Kuwait's prevailing laws and regulations emphasis women's political and economic participation.

2	Women's economic and political participation is not superficial but genuine, to the extent that they can formulate public policy in both areas (economics and politics).
3	Kuwaiti Women occupy senior executive positions only within certain sectors.
4	Kuwaiti women retain their legal rights in the area of diplomatic representation.
5	The Kuwaiti woman retains her legal right to vote and to run in elections for political, economic, parliamentary and legislative posts.
6	Kuwaiti women's political participation is not limited to their representation in the parliament and legislative council, but extends to include their participation in public decision-making processes at all levels.
Eighth Variable: Technology	
1	Kuwaiti women enjoy equivalent opportunities to those enjoyed by men, in the areas of enrollment at universities, institutes and workshops for business planning and professional development, and in information technology, to improve their functional and technical skills.
2	Information publicised through the media usually leaves a positive impression regarding women's ability to deal with modern technology and their capabilities in taking independent action through participation in decision making.
3	Counter to tradition, women occupy leading positions in the fields of technology and communication, helping them to publicise their ideas and aspirations, perhaps enhancing their opportunities to advance economically.
4	Kuwaiti women possess e-culture and technological skills similar to those of men, placing them in a strong competitive position in all sectors of the economy.
5	Information and technology institutions are considered safe environments in which women can study in order to augment their technological and informational skills.
6	Kuwaiti women are given the opportunity to enroll themselves in highly technical courses conducted by professional trainers, whereby they receive a high level of technical knowledge.
Ninth Variable: Growth in the Gross Domestic Product	

1	Educational institutions in Kuwait can accommodate the population growth of both genders, male and female.
2	Education for females is viewed as a process by which the state can invest in the female sector to increase GDP.
3	The Kuwaiti media takes on responsibility for publicising the importance of – the social and economic gain represented by – women's participation at the various levels of the economy.
4	Subjecting Kuwaiti working women to functional punishment is not contrary to custom and tradition; rather it can be seen as a means of increasing her awareness within her field, thus working efficiently and effectively to meet productivity targets.
5	Kuwaiti working women are given the opportunity to participate in, or to prepare and develop, training programs for export operations in order to increase their efficiency and capacity in servicing existing foreign markets, as well as their ability to open new markets abroad.
6	There is ongoing awareness of the need to address future perceptions of various aspects of motherhood and child care in order to provide society with healthy and productive members who can positively impact economic progress.
7	Kuwaiti women are given the opportunity to join foreign trade delegations that aim to explore the opportunities available in key markets, while at the same time being empowered to do whatever it takes to capitalise on opportunities locally.

Chapter 7

Main Study

7.1 Reliability Analysis

As presented in the pilot study, the reliability analysis measures its stability over a variety of conditions (Nunnally and Bernstein, 1994). Reliability is concerned with the dependability, consistency, predictability and stability of measuring an instrument (Kerlineger, 1986). Cronbach Alpha was used to measure internal consistency for statistical survey and research variables, based on the sample estimation. Although researchers suggest 0.7 as the accepted cut-off (Hair *et al*, 1995), a value more than 0.6 is regarded as a satisfactory level (Dinev and Hart, 2002; Hair *et al*, 2000; Malhotra *et al*, 1996; Nunnally, 1978; Van de Ven and Ferry, 1980).

The results of the reliability test for the returned acceptable questionnaires showed that all instruments as stipulated within the pilot study (Table 6.4.1) were reliable. The Alpha coefficients for the instruments employed ranged from 0.732 to 0.913. These results are acceptable from the statistical point of view.

7.2 Methodology for the main study

To fulfil the requirements of the main study, the variables and the associated instruments were arranged in accordance with a five-point Likert scale. Thereafter, the researcher distributed 360 questionnaires among the chosen sample groups (academics, policy makers, businessmen), each of whom received 120 questionnaires by post. 285 of the 360 individuals were contacted by telephone before the questionnaire was sent to them. Only 250 individuals agreed to participate. However, the questionnaire was sent to all the individuals who had been identified, regardless of whether they had consented to

participate. 265 of the distributed questionnaires were returned, 240 of which were material and valid for the SPSS analysis.

Following the identification of the material and valid questionnaires (240), Cronbach Alpha was calculated; the results are tabulated in Table 7.2.1, where column 1 displays the name of the main study variables; column 2 presents the number of instruments used to measure each variable in the main study, and column 3 lists the number of the retrieved questionnaires that were identified as material and valid to test the main study hypothesis. Finally, column 4 lists the amount of the calculated alpha for the main study.

As shown in Table 7.2.1, all the variables showed acceptable scores, ranging from 0.679 to 0.898. All are above the generally accepted lower limit of 0.7. From this finding it is concluded that the variables have acceptable levels of internal consistency, and are considered suitable and reliable for measuring the impact of the independent variables (Education Level, Income Inequality, Foreign Direct Investment, Rate of Population Growth, Exports, Human Capital, Political Empowerment and Technology) on the dependent variable (Rate of Growth in the GDP). (Wiersma, 2000) .

Note: *To explore the impact of the women workforce on Kuwaiti economic growth, the researcher used the rate of growth of GDP as a measure, since GDP is considered one of the measures that reflect the status of the economy.*

Table 7.2.1 Alpha Cronbach test results of Main Study

1	2	3	4
Variable	No. of Items	No. of Cases	Alpha
Education Gender Gap			
Primary Level	8	240	0.679
Secondary Level	6	240	0.865
Tertiary Level	7	240	0.898
Income Inequality	6	240	0.887
Foreign Direct Investment	6	240	0.877
Rate Of Population Growth	5	240	0.892
Exports	6	240	0.887
Human Capital	5	240	0.890
Political Empowerment	6	240	0.869
Technology	6	240	0.805
Rate of Growth in the Gross Domestic Product	7	240	0.822
Total	68	240	0.976

7.3 Descriptive statistics

Table 7.3.1 shows the results obtained after analysing the demographic variables of the study. As displayed, column 1 presents the name of the demographic variables tested in the main study. Column 2 shows a list of the survey categories. Meanwhile, column 3 represents the number of the total repeated observations for each surveyed category. Column 4 presents the percentage ratio of the total repeated observations for the surveyed categories, to the number of the questionnaires used in the main study (240).

Table 7.3.1 Analysing Demographic Variables Results

1	2	3	4
Variable	Valid	Frequency	Percent %
Gender	Male	114	47.5
	Female	126	52.5
Level of Education	Bachelor Degree	115	47.9
	High Diploma	63	26.3
	Master's Degree	53	22.1
	PHD Degree	9	3.8
Age	Less than 30 years	77	32.1
	31-40 years	91	37.9
	41-50 years	55	22.9
	51-60 years	17	7.1
Experience	less than 5 years	95	39.6
	6-10 years	56	23.3
	11-15 years	23	9.6
	16-20 years	47	19.6
	More than 20 years	19	7.9
Social Status	Single	79	32.9
	Married	134	55.8
	Divorced	22	9.2
	Widow/widower	5	2.1
Total		240	100

There follows a further explanation of the figures tabulated in Table 7.3.1:

Gender (sex): the results displayed in Table 7.3.1 indicate that 114 (47.5%) of the respondents were male and 126 (52.5%) were female: ergo, the percentage of females who participated in the survey was higher than the percentage of males.

Education level: the results displayed in Table 7.3.1 indicate that approximately half of the sample held a bachelor degree, since the scored result was 47.90% for the bachelor degree

holders (115 respondents); meanwhile 26.3% were high Diploma holders; 22.1% were Master's degree holders; and 3.8% were PHD holders.

Age: the results displayed in Table 7.3.1 indicate that of the chosen sample, 91 (37.9%) of respondents fall into the category of 31-40 years; 77 (32.1%) are in the category of less than 30 years; 55 (22.9%) were between 41 and 50 years; and 17 (7.1%) were between 51 and 60 years.

Experience: the results displayed in Table 7.3.1 indicate that of the chosen sample, 95 (39.6%) of the respondents had less than 5 years' experience; 56 (23.3%) had between 6 and 10 years' experience; 23 (9.6%) had between 11 and 15 years' experience; 47 (19.6%) had between 16 and 20 years' experience; and finally, 19 (7.9%) had more than 20 years' experience.

Social status: the results displayed in Table 7.3.1 indicate that 134 respondents (55.8%) were married; 79 respondents (32.9%) were single; 22 respondents (9.2%) were divorced; and 5 respondents (2.1%) were widows/widowers.

7.4 Main variables

To describe the responses of the sampling unit in light of the study variables, the following statistical attributes were calculated:

The maximum and minimum responses for each instrument in a five -point Likert scale. This scale allowed the academics, policy makers and business people to register the degree of their agreement or disagreement as to the influence of each of the 11 independent variables (Primary Education Level, Secondary Education Level, Tertiary Education Level, Income Inequality, Foreign Direct Investment, Rate of Population Growth, Exports, Human Capital, Political Empowerment and Technology) on the dependent variable (Rate of Growth in the Kuwaiti Gross Domestic Product). Accordingly, the responses ranged from 1–5 as per the following tabulation:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The Mean: to determine the materiality of each instrument among its group (instruments) used to measure each variable.

Standard Deviation: to determine the dispersion of each instrument from the calculated mean.

Level of Importance: The average level of responses for each item was evaluated according to the classes scale determined below.

To determine the classes scale:

1. Find the highest value (=5) and the lowest value (=1) and use them to find the range.
2. Range = highest value in the data set less lowest value: $5 - 1 = 4$
3. Find the class width by dividing the range by the number of classes. Round the answer up to the next whole number if there is a remainder. The class width is the difference between the lower class limit of one class and the lower class limit of the next class.
4. Class width = range/number of classes (rounded up to the nearest odd number):
 $4/3 = 1.33$
5. Use your lowest value as your starting point. Add the class width to the starting point to get the lower limit for the next class. Keep adding until there are three classes.
6. Subtract one from the lower limit of the second class to get the upper limit of the first class.

7. Construct the class limits with width 1.33, so that the least and the highest values are included.

The class limits for each class are shown in the table:

Class limits					
1	$2.33 \leq X \leq 1.00$	low	$(1 + 1.33) = 2.33$	$1 - 2.33$	low
2	$3.67 \leq X \leq 2.34$	medium	$(2.34 + 1.33) = 3.67$	$2.34 - 3.67$	medium
3	$5 \leq X \leq 3.68$	high	$(3.68 + 1.33) = 5.01$	$3.68 - 5$	high

Accordingly, Tables 7.4.1 to 7.4.9 display the level of importance of the variables of the study, where column 1 displays the name of the tested variable; column 2 displays the number of the questionnaires used to carry out the main study; column 3 displays the lowest response obtained for each instrument; column 4 displays the highest response obtained for each instrument; column 5 displays the mean or the materiality of each instrument of its group (instruments) used to measure each variable. Column 6 displays the standard deviation that indicates the dispersion of each instrument from the calculated mean; column 7 displays the level of importance determined in accordance with the class scale as calculated above.

Education Level:

Table 7.4.1 shows a statistical description for each instrument of the Education Level scale. The overall average of the responses was 4.1329. Following the table is an explanation of the obtained figures stated therein.

eTable 7.4.1 Descriptive statistics for Education Level responses

	1	2	3	4	5	6	7
	Education Level	N	Min.	Max.	Mean	Std. Dev'n	Level
	Primary Level:	240	1.00	5.00			
1	The primary education stage in the state of Kuwait is an integral part of the State Development Plan.	240	3.00	5.00	4.750	0.488	High
2	The State Development Plan aims to provide equal access for females and males to the primary education stage throughout the country.	240	1.00	5.00	4.358	0.795	High
3	Female education in the state of Kuwait is not contrary to the prevailing customs and traditions.	240	1.00	5.00	4.279	0.808	High
4	The educational approach adopted at the primary education stage is consistent with the developmental requirements of the state's efforts to improve investment in the human resources to advance economic and social progress.	240	1.00	5.00	4.245	0.911	High
5	The environment in which females coexist at the primary education stage is appropriate from the religious, mental and physical points of view, and it is non-offensive for families to enrol their children, both male and female.	240	1.00	5.00	3.958	0.954	High
6	The female portion of overall illiteracy existing within the state of Kuwait is relatively low.	240	1.00	5.00	3.950	0.922	High
7	Women are involved in constructing and developing the training and the academic curricula for the primary education stage.	240	2.00	5.00	4.166	0.752	High

8	There is reluctance among parents to register their female children at the primary education stage due to the high cost of living.	240	2.00	5.00	4.325	2.0152	High
Secondary Level:							
1	The secondary education stage is compulsory under the prevailing laws of the state of Kuwait.	240	1.00	5.00	4.175	0.840	High
2	The number of female students in the secondary education stage is relatively low if compared with the primary stage.	240	1.00	5.00	4.375	0.749	High
3	There are campaigns to educate families as to the importance of enrolling their female children in the secondary education stage.	240	1.00	5.00	4.262	0.793	High
4	Women are involved in constructing and developing the training and the academic curricula for the secondary education stage.	240	1.00	5.00	4.208	0.796	High
5	Women in Kuwait view the secondary stage as an infrastructure for an intangible gain that can lead them to financial independence in the future.	240	1.00	5.00	4.158	0.862	High
6	The Kuwait female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers and so forth.	240	2.00	5.00	4.141	0.712	High
Tertiary Level							
1	A small percentage of Kuwait females are forced to marry during the tertiary stage.	240	1.00	5.00	3.987	0.805	High
2	A small percentage of Kuwait females are married during the tertiary stage by their own free will.	240	1.00	5.00	4.008	0.848	High

3	The tertiary educational stage is compulsory under the prevailing laws of the state of Kuwait.	240	1.00	5.00	3.750	1.028	High
4	The number of female students in the tertiary education stage is relatively low when compared with the secondary stage.	240	1.00	5.00	4.050	0.785	High
5	The Kuwaiti female is given an equivalent opportunity to that of the male in enrolment at universities.	240	1.00	5.00	3.891	0.800	High
6	The Kuwaiti female student receives the same attention and care that the male student enjoys throughout this level.	240	1.00	5.00	3.891	0.800	High
7	Female education at the tertiary stage is consistent with the aspirations and needs of the Kuwait women labour force.	240	1.00	5.00	3.891	0.800	High

As displayed in Table 7.4.1, the calculated mean for the educational scale is 4.1329, falling above the lower limit of the high class of 3.68. It denotes a low dispersion from the calculated mean. From this finding it is concluded that the education level in its three dimensions (Primary, Secondary, and Tertiary) is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

Primary Education Level

The Primary education level in the state of Kuwait is an integral part of the state development plan. It aims to provide equal access for females and males, to increase the potentialities of the female's existence and her contribution to the level of the women workforce in the economy of Kuwait. To approach this goal, accumulating the required skills and knowledge for future advancement is essential. Therefore, there is no reluctance by

parents to deprive their children of enrollment at this level of education. The income of the small proportion of Kuwaiti families that falls below the standard of living is not viewed as a limitation to females entering education, especially as it is not contrary to prevailing customs and traditions. The absence of such limitation is crucial to encourage families to enroll their female children at this schooling phase so as to equip them to take advantage of emergent policies promulgated by government institutions. Such policies are born of a thoroughly directed plan guided by economic change that aims to achieve better utilisation of female human resources, eventually increasing the number of official posts occupied by women to a satisfactory level whereby they can facilitate meeting the future requirements for women's success in the Kuwaiti labour force. Accordingly, setting out the principles of those requirements in a manner that can be absorbed at the primary education level will help to guide the next generation in a way that leads to female empowerment in the economy – which of course will lead to an increase in the gross domestic product of the state.

Secondary Level

The secondary education level is viewed as an intangible advantage that can lead the female to economic independence in the future. Supporting females with the needed facilities is crucial to her enrolment at this level of education. Removing social limitations for females liberates their movement and interaction with others. As a result of direct contact, academic knowledge and practical expertise are enriched, supporting the female with something to introduce in the future that better suits the female market in Kuwait. To realise this goal the drop-out rate among the female students during the transitional period from primary to secondary level needs to be reduced. Breaking this trend requires a social awareness of the role of the female in the workplace and the need for her to break into governmental and economic employment to a certain depth. Taking account of the nature of females while designing the educational process helps to graduate marketable women. Accordingly, this level of education should be viewed as a production process, through

which the female can shape herself scientifically, socially, economically and intellectually to meet the challenges of the market. The female student at this level must be provided with the institutional facilities needed to entice families to enroll their female children at this stage.

Tertiary Level

Kuwaiti females at this level of education are not forced to be married – even though some are married of their own free will. Married females are most likely to drop out at this level of education, because they cannot harmonize the responsibilities borne by being students with those borne by being wives. Nevertheless this level of education is compulsory under the prevailing law in Kuwait – a measure of the government's awareness of the need to provide both sexes with an equal chance to attend this level of education and an equal chance to enroll themselves at universities in diversified studies. Therefore the curricula adopted for the tertiary level should dovetail with the stages before and after, all of which should absorb and contain the emerging requirements of the market, which will require women to be armed with certain skills and knowledge. To ensure an equal chance for both sexes, female students should be provided with the facilities needed to maintain continuity at this level of education, especially considering that she is considered a mature female, the facilities she enjoyed at previous stages being inadequate to meet her the requirements of her age.

Income Inequality

Table 7.4.2 shows a statistical description for each instrument of the Income Inequality scale. The overall average for all responses was 3.9069. Following it is an explanation of the figures stated therein.

Table 7.4.2: Descriptive statistics for Income Inequality responses

	Income Inequality	No.	Min	Max	Mean	Standard deviat'n	Level
1	The salary hierarchies recommended for both genders in private and publicly traded firms in Kuwait are constructed in a manner that can accommodate frequent changes stemming from market forces (supply and demand).	240	1.00	5.00	3.891	0.800	High
2	Women who possess special character traits (intelligence, self-motivation, special leadership qualities and so forth) are offered more wages than those of their peers who do not.	240	1.00	5.00	3.891	0.800	High
3	The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to services fees.	240	1.00	5.00	3.891	0.800	High
4	The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to services fees.	240	1.00	5.00	4.041	0.857	High
5	The demand for skilled labour and professional skills within the sector in which you operate is relatively high.	240	1.00	5.00	3.962	0.897	High
6	The demand for non-skilled labour within the sector in which you operate is relatively high.	240	1.00	5.00	3.762	0.913	High

As displayed in Table 7.4.2, the calculated mean of 3.9069 is above the lower limit of the high class of 3.68. This denotes a low dispersion from the calculated mean. From this finding it is concluded that the Income Inequality scale is considered a high class variable

that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

Income inequality is being addressed in the state of Kuwait by the salary hierarchies recommended for both sexes in the privately owned and publicly traded firms. It accommodates the frequent changes that arise in the economic climate. On the other hand, special qualities of character (intelligence, self-motivation, special leadership qualities and so forth) in females are taken into consideration, especially when it comes to those vacancies for where women are considered more suitable. Furthermore the services fees is not 100 % fixed, since it is aligned with increases in salary. The incremental increase in salaries arising from the economic change helps to normalize income distribution, thus sustaining social layers in society. On the other hand, normalizing income distribution to a certain degree is one method of eliciting good performance, since employees will be at ease in terms of their ability to face the demands of life. Receiving equal treatment supports the woman's aspiration to 'be' something in the future, and the sense of fairness that comes with a woman's right to receive a full salary without any deductions due to her gender status (such as her possible entitlement to maternity pay), stimulates the desire to upgrade her performance such as to align herself with market requirements. Women's efforts will be directed towards elevating themselves to a level at which they are in demand by others, and this in turn will reduce the need to outsource skilled labour in the market.

Foreign Direct Investment

Table 7.4.3 shows a statistical description for each instrument of the Foreign Direct Investment scale. The overall average for all responses was 3.7028. Below Table 7.4.3 is an explanation of the figures stated therein.

Table 7.4.3: Descriptive statistics for Foreign Direct Investment responses

	Foreign Direct Investment	N	Min	Max	Mean	Standard deviation	Level
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1	The idea of Kuwaiti women travelling abroad to attract new investment is not contrary to the customs and traditions of the state of Kuwait.	240	1.00	5.00	3.541	1.065	Medium
2	Kuwaiti working women are expected to receive trade delegations working on the development of foreign trade and joint cooperation.	240	1.00	5.00	3.604	0.983	Medium
3	Women's involvement in the investment sector and their playing a major role in developing new investment ideas and good managerial practices, are considered to be consistent with the prevailing customs and traditions of the state of Kuwait, and to properly suit Kuwaiti women.	240	1.00	5.00	3.779	0.875	High
4	Kuwaiti working women are given opportunities that enable them to identify and take the necessary decisions regarding the investment climate foreign investors are expecting to enjoy if they direct their investment to the state of Kuwait.	240	1.00	5.00	3.683	0.891	Medium
5	The involvement of Kuwaiti women in the investment sector can increase business know-how in a way that meets Kuwaiti women's expectations.	240	1.00	5.00	3.941	0.841	High

As displayed in table 7.4.3, the calculated mean of 3.7028 is above the lower limit of the high class of 3.68. This denotes a low dispersion from the calculated mean. From this finding it is concluded that the Foreign Direct Investment scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

Foreign Direct Investment is viewed from the perspective of the Kuwaiti woman's ability to travel abroad to attract new investment. It concerns whether Kuwaiti women are liberated from customs and traditions that might otherwise restrict their movements. Promoting female

accomplishments in the various sectors of the economy highlights the importance of the woman's role. Moreover, it might lead to equivalent opportunities to those of men in receiving foreign delegations. Women's advancement is exemplified by their occupying senior official positions; addressing the needs and aspirations of women from a higher level helps in the presentation of a more coherent picture, not just of women's issues but of the kind of investment atmosphere that can serve the whole of Kuwaiti society. Female sensibilities might direct dialogue towards the establishment of a foreign market that aims to service both Kuwaiti women and those of other countries with similar cultural attributes. The involvement of females in the markets is essential to increase their business know-how to the point where they can take the necessary decisions regarding the investment climate foreign investors can expect if they direct their investment to the state of Kuwait.

Rate of Population Growth

Table 7.4.4 shows a statistical description for each instrument of the Rate of Population Growth scale. The overall average for all responses was 3.6983. Below the table is an explanation of the figures stated therein.

Table 7.4.4: Descriptive statistics for Rate of Population Growth

	Rate of Population Growth	N	Min	Max	Mean	Standard deviat'n	Level
1	The adopted technology within the state of Kuwait is considered aligned with population growth and its consequential increase in demand, and aims to satisfy that growing demand.	240	1.00	5.00	3.737	0.973	High
2	The adoption of new technology within the state of Kuwait helps to attract new workers from both genders rather than increasing the salaries of the existing workers.	240	1.00	5.00	3.587	1.027	Med
3	The applicable laws protect the women's right to choose her life partner (Husband) in accordance to what has been brought by Islam, which in turn	240	1.00	5.00	3.520	1.022	Med

	facilitate ensuring her a decent life through which she can establish a healthy and educated and productive family.						
4	The applicable laws determine the age of marriage for women, such as to give her the opportunity to enjoy a healthy sense of nurture and a suitable education.	240	1.00	5.00	3.695	0.956	High
5	The common childhood diseases are treated and monitored by dedicated institutions and bodies governed by the state of Kuwait, to ensure the maintenance of a healthy and productive calibre of citizen who can accommodate changes in the economy.	240	1.00	5.00	3.950	0.875	High

As displayed in Table 7.4.4, the calculated mean of 3.6983 is above the lower limit of the high class of 3.68. It denotes a low dispersion from the calculated mean. From this finding it is concluded that the Rate of Population Growth scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

The adopted technology of the state of Kuwait is aligned with the increase in population growth. Such alignment is essential to enable the various economic sectors to satisfy the growing demand of an increased growth rate. The adoption of new technology encourages females to acquire the qualifications, skills and knowledge that will support them in finding a place among the future workforce. To realise this goal it is necessary to overcome some restrictions by enacting laws that prohibit their exercise, since these restrictions pose an obstacle to female advancement in the markets. One example is a law determining the age of marriage so that women have the opportunity to enjoying a healthy, nurtured youth and a suitable education. Other examples are the laws obliging certain institutions and bodies governed by the state of Kuwait to treat and monitor common childhood diseases, so as to produce healthy and productive members of society who can rise to the challenges of economic change. On the other hand, the Kuwaiti woman is considered to be educated in

matters of planning, which mean that the number of births is self-regulated by parents. If they chose to limit the number of children they allow themselves, this will reduce their burden during the upbringing period, thus providing greater nurture for their children, bringing a potentially more productive citizen into the world, and simultaneously giving women the opportunity and space for academic and practical advancement.

Exports

Table 7.4.5 shows a statistical description for each instrument of the Export scale. The overall average for all responses was 3.7479. Following the table is an explanation of the obtained figures stated therein.

Table 7.4.5: Descriptive statistics for Exports responses

	Exports	N	Min	Max	Mean	Standard deviat'n	Level
1	The Kuwaiti working woman is given the opportunity to participate in general and specialized exhibitions within the economic sector of whose workforce she is considered to be a member.	240	1.00	5.00	3.929	0.876	High
2	Kuwaiti women are given the chance to join trade delegations aimed at identifying foreign consumers' needs and to explore ways of satisfying those needs locally.	240	1.00	5.00	3.916	0.839	High
3	The Kuwaiti woman is given the chance to receive foreign trade delegates and exchange with them the commercial possibilities of opening new markets for the state of Kuwait abroad.	240	1.00	5.00	3.900	0.890	High
4	The Kuwaiti working woman is involved in preparing and developing market studies within local districts or centers of business, to be disseminated via Kuwaiti	240	1.00	5.00	3.791	0.940	High

	embassies abroad.						
5	The Kuwaiti woman is given the chance to make a contribution in the field of logistical support and technical and business information for companies operating under the umbrella of the Kuwaiti economy, in an attempt to improve the effectiveness of their export performance.	240	1.00	5.00	3.333	1.130	Med
6	The Kuwaiti working woman is given the chance within the sector in which she operates, to join foreign trade missions promoting and developing trade and communication mechanisms with existing foreign importers.	240	1.00	5.00	3.616	1.040	Med

As displayed in Table 7.4.5, the calculated mean of 3.7479 is above the lower limit of the high class of 3.68. It denotes a low dispersion from the calculated mean. From this finding it is concluded that the Exports scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

The opportunity for the female to join and actively participate in the general and specialized exhibitions of the economic sector is crucial in order to communicate new ideas that might benefit the female sector in the state of Kuwait. This need is embodied in her being able to bring the aspirations of Kuwaiti women to the table when dealing with foreign dealers, and build the foundation for new markets abroad in the future. Furthermore, if women are given the opportunity to join trade delegations, they can play a significant role in adopting particular ideas aligned with aspects of the female sector in the state of Kuwait, and exploring ways to satisfy it locally. Similarly, if women are given the chance to receive foreign trade delegates, they will be able to promote commercial and industrial achievements within Kuwait such as to meet the needs and aspirations of females abroad. For the woman's participation to be fruitful, she should be involved in conducting market

studies so as to enable her to identify mutual interests that could be seen as good opportunities for women everywhere. Accordingly the need for women to be involved with the details of exports procedures and processes is essential in order to generate new time-efficient methods of addressing any problematic issues she might face. Her creativity in this area will be attractive to employers in the field, which will in turn encourage the introduction of ever more highly skilled and qualified female personnel, leading to an increase in the level of the women workforce.

Human Capital

Table 7.4.6 shows a statistical description for each instrument of the Rate of Human Capital scale. The overall average for all responses was 3.8400. Below the table is an explanation of the obtained figures stated therein.

Table 7.4.6: Descriptive statistics for Human Capital responses

	Human Capital	No.	Min	Max	Mean	Standard deviant's	Level
1	The human capital from both genders is armed with the required academic and practical experience needed to fill the gaps arising from market needs for new specialties.	240	1.00	5.00	3.966	0.941	High
2	Certain academic programs available to both genders within the universities operating under the prevailing laws of the state of Kuwait are geared toward market needs.	240	1.00	5.00	3.933	0.820	High

3	Kuwaiti women in enterprises operating under the umbrella of the Kuwaiti economy are motivated to attend ongoing training courses in the fields of technology, business, computer skills and so forth, to refine their capabilities and awareness of the emergent challenges arising from the industry in which they operate.	240	1.00	5.00	3.758	0.914	High
4	The privileges and salaries offered to Kuwaiti working women are considered commensurate with the burden presented by the responsibilities and duties they undertake.	240	1.00	5.00	3.750	0.907	High
5	The allocation of women resource capital is considered sufficient to meet the requirements of specific enterprises with regard to increasing productivity.	240	1.00	5.00	3.791	0.899	High

As displayed in table 7.4.6, the calculated mean of 3.8400 is above the lower limit of the high class of 3.68. This denotes a low dispersion from the calculated mean. From this finding it is concluded that the Human Capital scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

The Human Capital from both sexes should be armed with the required academic and practical experience to fill the gaps arising from market needs. The designs of the academic and training programs in Kuwait are complementary to each other and directed to fulfill market needs. The coherency of both types of program is beneficial in shaping the skills and enriching the knowledge of both sexes with what's needed to operate in a modern economy and to produce a self-motivated generation that can fulfill market requirements. To achieve this goal, females are seen as a human capital investment in the economic sector where they operate. The woman is therefore motivated to attend ongoing training courses in the

fields of technology, business and computer skills in order to refine her capabilities and awareness of emergent issues in business and industry. Receiving fair monetary compensation and associated benefits motivates females to accept delegated responsibilities and refine their skills by attending courses relevant to constructing a bright career path. However, to support this trend the allocation of women resource capital should be sufficient to meet the requirement of increased productivity. Female characteristics and qualifications must be considered when appointing women to Kuwaiti enterprises, so as to elicit the best they can give.

Political Empowerment

Table 7.4.7 shows a statistical description for each instrument of the Political Empowerment scale. The overall average for all responses was 3.7819. Below the table is an explanation of the obtained figures stated therein.

Table 7.4.7: Descriptive statistics for Political Empowerment responses

	Political Empowerment	No.	Min	Max	Mean	Standard deviat'n	Level
1	Kuwait's prevailing laws and regulations emphasize women's political and economic participation.	240	1.00	5.00	4.041	0.857	High
2	Women's economic and political participation is not superficial but genuine, to the extent that they can formulate public policy in both areas (economics and politics).	240	1.00	5.00	3.962	0.897	High
3	Kuwaiti Women occupy senior executive positions only within certain sectors.	240	1.00	5.00	3.762	0.913	High
4	Kuwaiti women retain their legal rights in the area of diplomatic representation.	240	1.00	5.00	3.541	1.065	Med
5	The Kuwaiti woman retains her legal right to vote and to run in elections for political,	240	1.00	5.00	3.604	0.983	Med

	economic, parliamentary and legislative posts.						
6	Kuwaiti women's political participation is not limited to their representation in the parliament and legislative council, but extends to include their participation in public decision-making processes at all levels.	240	1.00	5.00	3.787	0.858	High

As displayed in Table 7.4.7, the calculated mean of 3.7819 is above the lower limit of the high class of 3.68. It denotes a low dispersion from the calculated mean. From this finding it is concluded that the Political Empowerment scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

Currently, governments pay a great deal of attention to the role of women in various fields, as evidenced by the prevailing laws and regulations that emphasis their participation in political and economic life. Feminine issues are best addressed by women, since they are more capable of communicating the needs and aspirations of her sector, highlighting the practical and academic prerequisites for women to be fully productive. Establishing a concrete foundation, supported with knowledge and skills, helps the woman to extend her traditional role and potentially to fill political posts as they become available. Whether these posts are open to women depends on the level of awareness of the benefits of women taking an active part in the public decision-making process and in the economy. The right to vote and run in elections for parliamentary and other political office, and to take legislative posts, is important, as is her right to serve in diplomatic posts. It indicates that her role in society is becoming accepted as being genuine rather than superficial, and it is a tacit acknowledgement that women can best address women's issues when they are closer to the decision-making process. At the same time, liberation from the social limitations arising from prevailing customs and traditions helps to meliorate the restrictions and difficulties accompanying women's advancement. Women will be empowered by proper access to the

tools needed to make inroads into the process by which laws and regulations are promulgated, and these inroads will help them to maximise their intellectual potential and communicate female aspirations and needs.

Technology

Table 7.4.8 shows a statistical description for each instrument of the Technology scale. The overall average for all responses was 3.9556. Following the table is an explanation of the obtained figures stated therein.

Table 7.4.8: Descriptive statistics for Technology responses

	Technology	No.	Min	Max	Mean	Standard deviat'n	Level
1	Kuwaiti women enjoy equivalent opportunities to those enjoyed by men, in the areas of enrollment at universities, institutes and workshops for business planning and professional development, and in information technology, to improve their functional and technical skills.	240	1.00	5.00	3.966	0.941	High
2	Information publicised through the media usually leaves a positive impression regarding women's ability to deal with modern technology and their capabilities in taking independent action through participation in decision making.	240	1.00	5.00	3.933	0.820	High
3	Counter to tradition, women occupy leading positions in the fields of technology and communication, helping them to publicise their ideas and aspirations, perhaps enhancing their opportunities to advance economically.	240	1.00	5.00	3.758	0.914	High
4	Kuwaiti women possess e-culture and technological skills similar to those of men,	240	1.00	5.00	3.958	0.899	High

	placing them in a strong competitive position in all sectors of the economy.						
5	Information and technology institutions are considered safe environments in which women can study in order to augment their technological and informational skills.	240	2.00	5.00	4.166	0.752	High
6	Kuwaiti women are given the opportunity to enrol themselves in highly technical courses conducted by professional trainers, whereby they receive a high level of technical knowledge.	240	1.00	5.00	3.966	0.941	High

As displayed in Table 7.4.8, the calculated mean of 3.9556 is above the lower limit of the high class of 3.68. This denotes a low dispersion from the calculated mean. From this finding it is concluded that the Political Empowerment scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

Both sexes should have an equal chance to enroll themselves at universities and other institutions, and chose their own field of study based on their own free will. Choosing the desired field implies the motivation to advance and to construct a career path for the future that entitles women to enrich their knowledge and refine their skills in accordance with market needs. To do so, attending workshops for business planning and professional development in information technology becomes a must, so as to improve the functional and technical skills needed to gain a competitive advantage over others in the market. However, the environment in which females are expected to operate within those institutions should be inviting enough to encourage them to join. They should respect the prevailing traditions and customs to which women are accustomed, but still offer women the opportunity to enroll them in highly technical courses conducted by professional trainers able to help in shaping their technical knowledge. Gaining the required technical and managerial skills is key to a woman's career development, since it helps validate her professional competence and

augments her competitive attributes in the market, leaving a positive impression on others regarding her ability to deal with modern technology and her capacity for decision-making and independent action. Furthermore, helping women to occupy non-traditional leading positions in the field of technology and communication helps them to tailor and reinforce their plans with a view to what best suits the aspirations of the female sector. To achieve these positions, women should possess the e-culture and technological skills that put them in an advantageous competitive position, enabling them to occupy higher and more sophisticated posts in all sectors of the economy, including the field of technology.

Growth in the Gross Domestic Product

Table 7.4.9 shows a statistical description for each instrument of the Growth in the Gross Domestic Product scale. The overall average for all responses was 4.0917. Below the table there is an explanation of the figures stated therein.

Table 7.4.9: Descriptive statistics for Growth in the Gross Domestic Product responses

	Growth in the Gross Domestic Product	No.	Min	Max	Mean	Standard deviat'n	Level
1	Educational institutions in Kuwait can accommodate the population growth of both genders, male and female.	240	1.00	5.00	3.93 3	0.820	High
2	Education for females is viewed as a process by which the state can invest in the female sector to increase gross domestic product.	240	1.00	5.00	3.75 8	0.914	High
3	The Kuwaiti media takes on responsibility for publicising the importance of – the social and economic gain represented by – women's participation at the various levels of the economy.	240	1.00	5.00	4.26 2	0.793	High

4	Subjecting Kuwaiti working women to functional punishment is not contrary to custom and tradition; rather it can be seen as a means of increasing her awareness within her field, thus working efficiently and effectively to meet productivity targets.	240	1.00	5.00	4.20 8	0.796	High
5	Kuwaiti working women are given the opportunity to participate in, or to prepare and develop, training programs for export operations in order to increase their efficiency and capacity in servicing existing foreign markets, as well as their ability to open new markets abroad.	240	1.00	5.00	4.15 8	0.862	High
6	There is ongoing awareness of the need to address future perceptions of various aspects of motherhood and child care in order to provide society with healthy and productive members who can positively impact economic progress.	240	1.00	5.00	3.77 92	.87574	High
7	Kuwaiti women are given the opportunity to join foreign trade delegations that aim to explore the opportunities available in key markets, while at the same time being empowered to do whatever it takes to capitalise on opportunities locally.	240	1.00	5.00	4.15 8	0.862	High

As displayed in Table 7.4.9, the calculated mean of 4.0917 is above the lower limit of the high class of 3.68. It denotes a low dispersion from the calculated mean. From this finding it is concluded that the Growth in the Gross Domestic Product scale is considered a high class variable that denotes a high materiality (level of importance). Accordingly it is considered suitable and reliable to measure the dependent variable.

The absorptive capacity of educational institutions should be aligned with natural growth in population, male and female. The space available for such institutions should be sufficient to accommodate any future expansion. Provision of schooling, and the associated infrastructure, should be seen as a process through which government can invest in its human capital. The need, then, for including this issue within the developmental plan of the state is crucial, since certain entrepreneurial abilities, coupled with the required tools and equipment, are a prerequisite to supplying the markets with personnel who have the necessary skills and qualifications to meet the future demands of the economy. At the same time, families are responsible for ensuring the healthy upbringing of their children such that they are equipped to understand, absorb and take advantage of the schooling curricula. Therefore, an ongoing awareness programs that aims to inform the perceptions of the future as to the various aspects of motherhood and good child care, is a must, in order to supply society with healthy and productive members who can help the country to move forward. Furthermore, the media should take responsibility for communicating the importance of, and the social and economic gain represented by, the participation of women at all levels of the economy. The effect will be to build a potential workforce which is in demand by employers, who can see the benefits of a women workforce with the right qualifications and capabilities to fulfill specific roles within the economy. To properly tap this potential, women should be treated equally with their male peers. They should be able to apply for all vacant positions. Women occupying similar posts to those of their male peers should be entitled to the same compensation regime, and the prevailing traditions and customs of Kuwaiti society should not be viewed as a limiting factor in exposing women to functional punishment – rather, it should be viewed as a behavioral discipline born of their disobedience with regard to the regulations in force. Women should learn to be fully independent in choosing their course in life, educating themselves according to the conditions prevailing, shaping their outlook and refining their skills to break into fields where the demand for a skilled workforce is high due to the economic conditions of the moment. For example, women should have the opportunity to join foreign trade delegations and take part in export operations: these

activities serve to provide motivation to increase knowledge, awareness and skills, while exploring the opportunities available in key markets in order to take advantage of them at both an international and local level.

Chapter 8

8.1 Discussion of the findings

This chapter discusses the findings presented in Chapter 7. Tables 7.4.1 to 7.4.9 that were presented in the previous chapter (and also found at the end of the dissertation) display the level of importance of the variables of the study.

8.1.1. Primary Education Level

According to the displayed results in table 7.4.1, the following can be noted:

Para 1: The primary education stage in the state of Kuwait is an integral part of the State Development Plan – this is placed first in order of importance. The responses ranged from neutral to ‘strongly agree’ (3 to 5 per Likert scale). The calculated mean (4.750) for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.488. It falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. This conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 2: The State Development Plan aims to provide equal access for females and males to the primary education stage throughout the country – this is rated second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean (4.358) for this instrument was above the high class lower limit of 3.68. It indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.795. This falls into the category 1 to zero, which indicate a low dispersion from the calculated mean, conveying a high correlation that denotes the strong ability of this instrument to measure the subject variable.

Para 8: There is reluctance among parents to register their female children at the primary education stage due to the high cost of living – this is rated third in term of its importance. The responses ranged from 'disagree' to 'strongly agree' (2 to 5 per Likert scale). The calculated mean (4.325) for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 2.0152, falling outside the boundaries of the category (1 to zero), which indicates a high (higher than the one scored in para 2) dispersion from the calculated mean. It conveys a low correlation, denoting a moderate ability for this instrument to measure the subject variable.

Para 3: Female education in the state of Kuwait is not contrary to the prevailing customs and traditions – this is placed fourth in term of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean (4.279) for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.808. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean, conveying a high correlation that denotes the strong ability of this instrument to measure the subject variable.

Para 4: The educational approach adopted at the primary education stage is consistent with the developmental requirements of the state's efforts to improve investment in the human resources to advance economic and social progress – placed fifth in term of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' 1 to 5 per Likert scale. The calculated mean (4.245) for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.911. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. This conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 7: Women are involved in constructing and developing the training and the academic curricula for the primary education stage – this is ranked sixth in term of its importance. The responses ranged from ‘disagree’ to ‘strongly agree’ (2 to 5 per Likert scale). The calculated mean (4.166) for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.752. This falls into the category 1 to zero, which indicate a low dispersion (even though it is close to one) from the calculated mean. This conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 5: The environment in which females coexist at the primary education stage is appropriate from the religious, mental and physical points of view, and it is non-offensive for families to enroll their children, both male and female – this was placed seventh in term of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean (3.958) for this instrument was above the high class lower limit of 3.68. It indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.954. It falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 6: The female portion of overall illiteracy existing within the state of Kuwait is relatively low – this was placed eighth in term of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean (3.950) for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.922. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable. .

8.1.2. Secondary Education Level

According to the displayed results in Table 7.4.1, we can conclude the following:

Para 2: *The number of female students in the secondary education stage is relatively low if compared with the primary stage.* – This has first place in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.375 for this instrument was above the high class lower limit of 3.68. It indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.749. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 3: *There are campaigns to educate families as to the importance of enrolling their female children in the secondary education stage* – this came second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.262 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.79. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 4: *Women are involved in constructing and developing the training and the academic curricula for the secondary education stage* – this came third in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.208 for this instrument was above the high class lower limit of 3.68. It indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.796. This falls into the category 1 to

zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 1: *The secondary education stage is compulsory under the prevailing laws of the state of Kuwait* – ranked fourth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.175 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.840. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 5: *Women in Kuwait view the secondary stage as an infrastructure for an intangible gain that can lead them to financial independence in the future* – this came fifth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.158 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.862. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 6:- *The Kuwait female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers and so forth* – this was ranked sixth in terms of its importance. The responses ranged from ‘disagree’ to ‘strongly agree’ (2 to 5 per Likert scale). The calculated mean of 4.141 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard

deviation registered 0.712. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. This conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

8.1.3 Tertiary Level

According to the displayed results of Table 7.4.1, the following can be concluded:

Para 4: *The number of female students in the tertiary education stage is relatively low when compared with the secondary stage* – this was ranked first in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.050 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.785. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 2: *A small percentage of Kuwait females are married during the tertiary stage by their own free will* – this came second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.008 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.848. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. This conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 1: *A small percentage of Kuwait females are forced to marry during the tertiary stage* – this came third in terms of its importance. The responses ranged from ‘strongly disagree’ to

'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.987 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.805. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. This conveys a high correlation, denoting the strong ability of this instrument to measure the subject variable.

Para 5: *The Kuwaiti female is given an equivalent opportunity to that of the male in enrolment at universities;* **Para 6:** *The Kuwaiti female student receives the same attention and care that the male student enjoys throughout this level;* and **Para 7:** *Female education at the tertiary stage is consistent with the aspirations and needs of the Kuwait women labour force.* – all came in at fourth place in terms of their importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.891 for these instruments was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variables. The scored result of the standard deviation registered 0.800. This falls into the category 1 to zero, which indicates a low dispersion (even though it is close to one) from the calculated mean. It conveys a high correlation, denoting the strong ability of these instruments to measure the subject variables.

Para 3: *The tertiary educational stage is compulsory under the prevailing laws of the state of Kuwait* – this came fifth in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 as per Likert scale). The calculated mean of 3.750 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.028. This falls outside the boundaries of the category (1 to zero), which indicates a slightly high dispersion from the calculated mean. This conveys a moderate correlation, denoting an acceptable ability to measure the subject variable.

8.1.4 Income Inequality

According to the displayed results in Table 7.4.2, we can conclude the following:

Para 4: *The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to a service fees* – this was rated first in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.041 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.857. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 5: *The demand for skilled labour and professional skills within the sector in which you operate is relatively high* – this is ranked second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 as per Likert scale). The calculated mean of 3.962 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.897. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 1: *The salary hierarchies recommended for both genders in private and publicly traded firms in Kuwait are constructed in a manner that can accommodate frequent changes stemming from market forces (supply and demand);* **Para 2:** *Women who possess special character traits (intelligence, self-motivation, special leadership qualities and so forth) are offered more wages than those of their peers who do not;* and **Para 3:** *The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to a fixed services fees* – all came in at third place in term of their importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of

3.891 for these instruments was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measure the subject variables. The scored result of the standard deviation registered 0.800. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. This conveys a high correlation, denoting a strong ability of these instruments to measure the subject variables.

Para 6: *The demand for non-skilled labour within the sector in which you operate is relatively high* – this was ranked second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.762 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.913. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

8.1.5 Foreign Direct Investment

According to the displayed results in Table 7.4.3, we can conclude the following:

Para 5: *The involvement of Kuwaiti women in the investment sector can increase business know-how in a way that meets Kuwaiti women’s expectations* – this was placed first in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.941 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.841. It falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. This conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 3: *Women's involvement in the investment sector and their playing a major role in developing new investment ideas and good managerial practices, are considered to be consistent with the prevailing customs and traditions of the state of Kuwait, and to properly suit Kuwaiti women* – this was ranked second in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.779 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.875. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 4: *Kuwaiti working women are given opportunities that enable them to identify and take the necessary decisions regarding the investment climate foreign investors are expecting to enjoy if they direct their investment to the state of Kuwait* – came third in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.683 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.891. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a moderate correlation, denoting an acceptable ability of this instrument to measure the subject variable.

Para 2: *Kuwaiti working women are expected to receive trade delegations working on the development of foreign trade and joint cooperation* – came in at fourth place in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.604 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.983. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It

conveys a moderate correlation, denoting an acceptable ability of this instrument to measure the subject variable.

Para 1: *The idea of Kuwaiti women travelling abroad to attract new investment is not contrary to the customs and traditions of the state of Kuwait* – this was ranked fifth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.541 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.065. This falls outside the boundaries of the category 1 to zero, which indicates a slightly high dispersion from the calculated mean. It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

8.1.6 Rate of population and growth

According to the displayed results in Table 7.4.4, we can conclude the following:

Para 5: *The common childhood diseases are treated and monitored by dedicated institutions and bodies governed by the state of Kuwait, to ensure the maintenance of a healthy and productive caliber of citizen who can accommodate changes in the economy* – this was ranked first in term of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.950 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.875. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 1: *The adopted technology within the state of Kuwait is considered aligned with population growth and its consequential increase in demand, and aims to satisfy that*

growing demand – this came second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.737 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.973. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 4: *The applicable laws protect the women’s right to choose her life partner (Husband) in accordance to what has been brought by Islam, which in turn facilitate ensuring her a decent life through which she can establish a healthy and educated and productive family* – this was ranked third place in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.695 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.956. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 2: *The adoption of new technology within the state of Kuwait helps to attract new workers from both genders rather than increasing the salaries of the existing workers* – this was ranked fourth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.587 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.027. This falls outside the boundaries of the category 1 to zero, which indicates a slightly high dispersion from the calculated mean. It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

Para 3: *The applicable laws protect the women's right to choose her life partner (Husband) in accordance to what has been brought by Islam, which in turn facilitate ensuring her a decent life through which she can establish a healthy and educated and productive family* – this was ranked fifth in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.520 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.022. This falls outside the boundaries of the category 1 to zero, which indicate a slightly high dispersion from the calculated mean. It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

8.1.7 Exports

According to the displayed results in Table 7.4.5, we can conclude the following:

Para 1: *The Kuwaiti working woman is given the opportunity to participate in general and specialized exhibitions within the economic sector of whose workforce she is considered to be a member* – this was ranked first in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.929 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.876. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 2: *Kuwaiti women are given the chance to join trade delegations aimed at identifying foreign consumers' needs and to explore ways of satisfying those needs locally* –this came second in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.916 for this instrument was above

the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.839. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 3: *The Kuwaiti woman is given the chance to receive foreign trade delegates and exchange with them the commercial possibilities of opening new markets for the state of Kuwait abroad* – this came third in term of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.900 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.890. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 4: *The Kuwaiti working woman is involved in preparing and developing market studies within local districts or centres of business, to be disseminated via Kuwaiti embassies abroad* – this was ranked fourth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.791 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.940. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 6: *The Kuwaiti working woman is given the chance within the sector in which she operates, to join foreign trade missions promoting and developing trade and communication mechanisms with existing foreign importers* – this was ranked fifth in terms of its importance.

The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.616 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.040. This falls outside the boundaries of the category 1 to zero, which indicate a slightly high dispersion from the calculated mean. It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

Para 5: *The Kuwaiti woman is given the chance to make a contribution in the field of logistical support and technical and business information for companies operating under the umbrella of the Kuwaiti economy, in an attempt to improve the effectiveness of their export performance* – this came sixth in term of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.333 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.130. This falls outside the boundaries of the category 1 to zero, which indicates a slightly high dispersion from the calculated mean. It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

8.1.8 Human Capital

According to the displayed results in Table 7.4.6, we can conclude the following:

Para 1: *The human capital from both genders is armed with the required academic and practical experience needed to fill the gaps arising from market needs for new specialties* – this was placed first in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.966 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard

deviation registered 0.941. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 2: *Certain academic programs available to both genders within the universities operating under the prevailing laws of the state of Kuwait are geared toward market needs* – this was placed second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.933 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.820. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 5: *The allocation of women resource capital is considered sufficient to meet the requirements of specific enterprises with regard to increasing productivity* – this was ranked third in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.791 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.899. This falls into the category 1 to zero, which indicate a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 3: *Kuwaiti women in enterprises operating under the umbrella of the Kuwaiti economy are motivated to attend ongoing training courses in the fields of technology, business, computer skills and so forth, to refine their capabilities and awareness of the emergent challenges arising from the industry in which they operate* – this was fourth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per

Likert scale). The calculated mean of 3.758 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.914. This falls into the category 1 to zero, which indicate a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 4: The privileges and salaries offered to Kuwaiti working women are considered commensurate with the burden presented by the responsibilities and duties they undertake – this was fifth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.750 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.907. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

8.1.9 Political Empowerment

According to the displayed results in Table 7.4.7, we can conclude the following:

Para 1: *Kuwait’s prevailing laws and regulations emphasis women’s political and economic participation* – this came first in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.041 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.857. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 2: *Women's economic and political participation is not superficial but genuine, to the extent that they can formulate public policy in both areas (economics and politics)* – this came was placed second in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.962 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.897. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 6: *Kuwaiti women's political participation is not limited to their representation in the parliament and legislative council, but extends to include their participation in public decision-making processes at all levels* – this was placed third in term of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.787 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance to measure the subject variable. The scored result of the standard deviation registered 0.858. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 3: *Kuwaiti Women occupy senior executive positions only within certain sectors* – placed fourth in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.762 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance to measure the subject variable. The scored result of the standard deviation registered 0.913. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 5: The Kuwaiti woman retains her legal right to vote and to run in elections for political, economic, parliamentary and legislative posts – this came fifth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.604 for this instrument was below the high class lower limit of 3.68. This indicates a Medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.983. This falls outside the boundaries of the category 1 to zero, which indicates a slightly high dispersion from the calculated mean. It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

Para 4: *Kuwaiti women retain their legal rights in the area of diplomatic representation* – this was ranked sixth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.541 for this instrument was below the high class lower limit of 3.68. This indicates a medium materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 1.065. This falls outside the boundaries of the category 1 to zero, which indicates a slightly high dispersion from the calculated mean . It conveys a moderate correlation, and still denotes an acceptable ability of this instrument to measure the subject variable.

8.1.10 Technology

According to the displayed results in Table 7.4.8, we can conclude the following:

Para 5: Information and technology institutions are considered safe environments in which women can study in order to augment their technological and informational skills – this was ranked fifth in term of its importance. The responses ranged from ‘disagree’ to ‘strongly agree’ (2 to 5 per Likert scale). The calculated mean of 4.166 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.752. This falls into the category 1 to zero, which indicates a low dispersion from the calculated

mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 1: *Kuwaiti women enjoy equivalent opportunities to those enjoyed by men, in the areas of enrollment at universities, institutes and workshops for business planning and professional development, and in information technology, to improve their functional and technical skills;* and **Para 6:** *Kuwaiti women are given the opportunity to enroll themselves in highly technical courses conducted by professional trainers, whereby they receive a high level of technical knowledge* – came equal second in term of their importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.966 for this instrument was above the high class lower limit of 3.68. Thus indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.941. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 4: *Kuwaiti women possess e-culture and technological skills similar to those of men, placing them in a strong competitive position in all sectors of the economy* – this came third in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.958 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.899. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 2: Information publicised through the media usually leaves a positive impression regarding women’s ability to deal with modern technology and their capabilities in taking independent action through participation in decision making – this was ranked fourth in

terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.933 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.820. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 3: Counter to tradition, women occupy leading positions in the fields of technology and communication, helping them to publicise their ideas and aspirations, perhaps enhancing their opportunities to advance economically – this was ranked fifth in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 3.758 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.914. This falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

8.1.11 Growth in the Gross Domestic Product

According to the displayed results in Table 7.4.9, we can conclude the following:

Para 3: *The Kuwaiti media takes on responsibility for publicising the importance of – the social and economic gain represented by – women's participation at the various levels of the economy* – this was ranked first in terms of its importance. The responses ranged from 'strongly disagree' to 'strongly agree' (1 to 5 per Likert scale). The calculated mean of 4.262 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.793. It falls into the category 1 to zero, which indicates a

low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 4: *Subjecting Kuwaiti working women to functional punishment is not contrary to custom and tradition; rather it can be seen as a means of increasing her awareness within her field, thus working efficiently and effectively to meet productivity targets* – this came second in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.208 for this instrument was above the high class lower limit of 3.68. It indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.796. It falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 5: *Kuwaiti working women are given the opportunity to participate in, or to prepare and develop, training programs for export operations in order to increase their efficiency and capacity in servicing existing foreign markets, as well as their ability to open new markets abroad* – this was ranked third terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 4.158 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.862. It falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. This conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 1: *Educational institutions in Kuwait can accommodate the population growth of both genders, male and female* – this came fourth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.933 for this instrument was above the high class lower limit of 3.68. This indicates

a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.820. This falls into the category 1 to zero, which indicate a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 6: *There is ongoing awareness of the need to address future perceptions of various aspects of motherhood and child care in order to provide society with healthy and productive members who can positively impact economic progress* – this was ranked fifth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.7792 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.87574. It falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Para 2: *Education for females is viewed as a process by which the state can invest in the female sector to increase gross domestic product* – this ranked sixth in terms of its importance. The responses ranged from ‘strongly disagree’ to ‘strongly agree’ (1 to 5 per Likert scale). The calculated mean of 3.758 for this instrument was above the high class lower limit of 3.68. This indicates a high materiality and level of importance in measuring the subject variable. The scored result of the standard deviation registered 0.914. It falls into the category 1 to zero, which indicates a low dispersion from the calculated mean. It conveys a high correlation, denoting a strong ability of this instrument to measure the subject variable.

Chapter 9

9.1 Testing the hypothesis

9.1.1 The Main Hypothesis:

HO: *There is no statistically significant effect of the level of women in the Kuwait workforce (Education Level, Income Inequality, Foreign Direct Investment, Rate Of Population Growth, Exports, Human Capital, Political Empowerment, Technology) on Kuwaiti economic Growth.*

The prevailing statistical rule stated below was used to accept or reject the tested hypothesis:

As long as the calculated (F) is greater than the critical or tabulated (F) – obtained from the statistical table for F – at a degree of freedom of (1), we accept H1 (alternative hypothesis), otherwise we accept Ho (null hypothesis). On the other hand, the existence of relationship between the tested variables (dependent and independent) is substantiated at significance less than 0.05.

Table 9.1.1.1 shows the results of applying the multiple regression analysis to test the effect of the level of women in the Kuwait workforce on Rate of Growth in the Gross Domestic Product, as stipulated per the said table, the (R) value corresponding to 0.920. It indicates the existence of strong relationship between the independent variables and the dependent variable.

On the other hand the R-square (coefficient of determination) is (0.847), which means that 84.7% of the variance in the Rate of Growth in the Gross Domestic Product can be explained and predicted by the level of women in the Kuwait workforce.

Table 9.1.1.1: Multiple regression analysis model summary

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.920a	0.847	0.842	0.231

a. Predictors: (Constant), Education Level, Income Inequality, Foreign Direct Investment, Rate Of Population Growth, Exports, Human Capital, Political Empowerment, Technology

The ANOVA results for the main hypothesis are presented in Table 9.1.1.2. This indicates that the computed F (159.873) at significant of 0.000 is greater than the critical or the tabulated F (1.94) – obtained from the statistical table for F – at a degree of freedom of (1). Therefore the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

H1: *There is a statistically significant effect of the level of women in the Kuwait workforce (Education level, Income Inequality, Foreign Direct Investment, Rate of Population Growth, Exports, Human Capital, Political Empowerment, Technology) on Kuwaiti economic Growth.*

Accordingly, it can be concluded that there is statistically significant effect of the level of women in the Kuwait workforce (Education Level, Income Inequality, Foreign Direct Investment, Rate of Population Growth, Exports, Human Capital, Political Empowerment, and Technology) on Rate of Growth in the Gross Domestic Product.

Table 9.1.1.2: Main Hypothesis ANOVA results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.612	8	8.576	159.873	0.000 ^a
	Residuals	12.392	231	0.054		
	Total	81.004	239			

a. Predictors: (Constant), Education Level, Income Inequality, Foreign Direct Investment, Rate Of Population Growth, Exports, Human Capital, Political Empowerment, Technology.

b. Dependent variable: Rate of Growth in the Gross Domestic Product

9.1.2 Sub-Hypothesis

1) H_{O1} : *there is no statistically significant effect of Education Level (Primary Level, Secondary Level, and Tertiary Level) on the Rate of Growth of the Gross Domestic Product.*

Table 9.1.2.1 shows the results of applying the multiple regression analysis to test the effect of Education Level on Rate of Growth in the Gross Domestic Product.

It shows that the correlation coefficient between Education level and Rate of Growth in the Gross Domestic Product was 0.946. This indicates that there is a strong relationship between the independents variables and the dependent variable. The R-square (coefficient of determination) is 0.893, which means that 89.3% of the variance in the Rate of Growth in the Gross Domestic Product can be explained and predicted by the Education Level.

Table 9.1.2.1: Multiple regression analysis model summaries

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.946 ^a	0.894	0.893	0.190

a. Predictors: (Constant), Primary Level, Secondary Level, Tertiary Level.

The ANOVA results are presented in table 9.1.2.2. It indicates that the computed F (665.646) at significant of 0.000 is greater than the critical or the tabulated F (1.94) – obtained from the statistical table for F – at a degree of freedom of (1). Therefore the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₁: *There is statistically significant effect of Education level (Primary Level, Secondary Level, and Tertiary Level) on the Rate of Growth of the Gross Domestic Product.*

Accordingly, it can be concluded that there is statistically significant effect of Education Level in its three dimensions (*Primary Level, Secondary Level, and Tertiary Level*) on the Rate of Growth of the Gross Domestic Product.

Table 9.1.2.2: ANOVA results for Education Level

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	72.442	3	24.147	665.646	0.000 ^a
	Residuals	8.561	236	.036		
	Total	81.004	239			

a. Predictors: (Constant), (Constant), Primary Level, Secondary Level, Tertiary Level

b. Dependent variable: Rate of Growth in the Gross Domestic Product

2) HO₂: *There is no statistical significant effect of Primary level on the Rate of Growth of the Gross Domestic Product*

The following Table 9.1.2.3 shows the regression results for the effect of Primary Level on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.3: Summary of the multiple regression analysis model for Primary Level

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.610	0.372	0.369	0.462

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig
	B	Std. Error	Beta		
Constant	1.490	.221	.610	6.735	0.000
Primary Level	0.612	0.052		11.869	0.000

The regression results indicate that the correlation between the Primary Level and Rate of Growth in the Gross Domestic Product is 0.610. The explained variance (R^2) is 0.372, which means that 37.2% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by the Primary Level. Since the calculated t (11.869) at significant 0.000 is greater than the critical or tabulated T(1.56) – obtained from the statistical table for F – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₂: *There is statistically significant effect of Primary Level on the Rate of Growth of the Gross Domestic Product.*

3) HO₃: *There is no statistically significant effect of Secondary Level on the Rate of Growth of the Gross Domestic Product.*

The following Table 9.1.2.4 shows the regression results for the effect of Secondary Level on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.4: Summary of the multiple regression analysis model for the Secondary Level

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.931	0.868	0.867	0.212

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig
	B	Std. Error	Beta		

Constant	0.364	0.095	0.931	3.813	0.000
Secondary Level	0.883	0.022		39.503	0.000

The regression results indicate that the correlation between the Secondary Level and Rate of Growth in the Gross Domestic Product is 0.931, and the explained variance (R^2) is 0.868; that means that 86.8% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by the Secondary Level. Since the calculated t (39.503) at significant 0.000 is greater than the critical or tabulated T(1.56) – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₃: *There is a statistically significant effect of Secondary Level on the Rate of Growth of the Gross Domestic Product.*

4) HO₄: *there is no statistical significant effect of Tertiary level on the Rate of Growth of the Gross Domestic Product*

The following Table 9.1.2.5 shows the regression results for the effect of Tertiary Level on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.5: Summary of the multiple regression analysis model for the Tertiary Level

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	0.712	0.508	0.505	0.409

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig
	B	Std. Error	Beta		
Constant	1.639	0.159	0.712	10.321	0.000
Tertiary Level	0.625	0.040		15.662	0.000

The regression results indicate that the correlation between the Tertiary Level and Rate of Growth in the Gross Domestic Product is 0.712, and the explained variance (R^2) is 0.508; that means that 50.80% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by the Tertiary Level. since the calculated t (15.662) at significant 0.000 is greater than the critical or tabulated T(1.56) – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₄: *There is a statistically significant effect of Tertiary Level on the Rate of Growth of the Gross Domestic Product*

5) HO₅: *There is no statistically significant effect of Income Inequality on the Rate of Growth of the Gross Domestic Product*

The following Table 9.1.2.6 shows the regression results for Income Inequality on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.6: Summary of the multiple regression analysis model for Income Inequality

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	0.702	0.493	0.490	0.415

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig
	B	Std. Error	Beta		
Constant	1.731	0.158	0.702	10.979	0.000
Income Inequality	0.604	0.040		15.199	0.000

The regression results indicate that the correlation between the Income Inequality and the Rate of Growth in the Gross Domestic Product is 0.702, and the explained variance (R^2) is 0.493; that means that 49.30% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by Income Inequality. Since the calculated t (15.199) at significant 0.000 is greater than the critical or tabulated $T(1.56)$ – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₅: *There is a statistically significant effect of the Income Inequality on the Rate of Growth of the Gross Domestic Product*

6) HO₆: *There is no statistically significant effect of Foreign Direct Investment on the Rate of Growth of the Gross Domestic Product.*

The following Table 9.1.2.7 shows the regression results for the effect of Foreign Direct Investment on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.7: Summary of the multiple regression analysis model for the Foreign Direct Investment

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.702	0.492	0.490	0.415

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig
	B	Std. Error	Beta		
Constant	2.071	0.136	0.702	15.257	0.000
Foreign Direct Investment	0.546	.036		15.192	0.000

The regression results indicate that the correlation between Foreign Direct Investment and Rate of Growth in the Gross Domestic Product is 0.702. The explained variance (R^2) is 0.492; that means that 49.20% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by Foreign Direct Investment. Since the calculated t (15.192) at significant 0.000 is greater than the critical or tabulated T (1.56) – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₆: *There is a statistically significant effect of Foreign Direct Investment on the Rate of Growth of the Gross Domestic Product*

7) HO₇: *There is no statistical significant effect of Rate of Population Growth on the Rate of Growth of the Gross Domestic Product*

The following Table 9.1.2.8 shows the regression results for the effect Rate of Population Growth on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.8: Summary of the multiple regression analysis model for the Rate of Population Growth

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.634	0.401	0.399	.451

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	sig
	B	Std. Error	Beta		
Constant	2.414	0.136	0.634	17.762	0.000
Rate of Population Growth	0.454	0.036		12.633	0.000

The regression results indicate that the correlation between the Rate of Population Growth and Rate of Growth in the Gross Domestic Product is 0.634. The explained variance (R^2) is 0.401; that means that 40.10% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by the Rate of Population Growth. Since the calculated t (11.663) at significant 0.000 is greater than the critical or tabulated T(1.56) – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₇: *There is a statistically significant effect of Rate of Population Growth on the Rate of Growth of the Gross Domestic Product*

8) HO₈: *There is no statistically significant effect of Exports on the Rate of Growth of the Gross Domestic Product*

The following Table 9.1.2.9 shows the regression results for Exports on the Rate of Growth in the Gross Domestic Product.

Table 9.1.2.9: Summary of the multiple regression analysis models for Exports

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.603	0.364	0.361	0.465

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig
	B	Std. Error	Beta		
Constant	2.373	0.150	0.634	15.786	0.000
Exports	0.458	0.039		11.663	0.000

The regression results indicate that the correlation between Exports and Rate of Growth in the Gross Domestic Product is 0.603. The explained variance (R^2) is (0.364); that means

that 36.40% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by Exports. Since the calculated t (11.663) at significant 0.000 is greater than the critical or tabulated $T(1.56)$ – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₈: *There is a statistically significant effect of Exports on the Rate of Growth of the Gross Domestic Product.*

9) HO₉: *There is no statistically significant effect of Human Capital on the Rate of Growth of the Gross Domestic Product*

The following Table 9.1.2.10 shows the regression results for Human Capital on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.10: Summary of the multiple regression analysis models for Human Capital

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.583	0.340	0.337	0.473

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	2.350	0.160	0.583	14.670	0.000
Human Capital	0.454	0.041		11.076	0.000

The regression results indicate that the correlation between Human Capital and the Rate of Growth in the Gross Domestic Product is 0.583. The explained variance (R^2) is (0.340); that means that 34.0% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by Human Capital. Since the calculated t (11.076) at significant 0.000 is greater than the critical or tabulated $T(1.56)$ – obtained from the statistical table for

T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₉: *There is a statistically significant effect of Human Capital on the Rate of Growth of the Gross Domestic Product.*

10) HO₁₀: *there is no statistical significant effect of Political Empowerment on the Rate of Growth of the Gross Domestic Product.*

The following Table 9.1.2.11 shows the regression results for Political Empowerment on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.11: Summary of the multiple regression analysis model for Political Empowerment

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.733	0.537	0.535	0.396

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	T	sig
	B	Std. Error	Beta		
Constant	1.871	0.136		13.752	0.000
Political Empowerment	0.587	0.035	0.733	16.622	0.000

The regression results indicate that the correlation between Political Empowerment and Rate of Growth in the Gross Domestic Product is 0.733. The explained variance (R²) is 0.537; that means that 53.70% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by Political Empowerment. Since the calculated t (16.622) at significant 0.000 is greater than the critical or tabulated T(1.56) – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₁₀: *There is a statistically significant effect of Political Empowerment on the Rate of Growth of the Gross Domestic Product.*

11) HO₁₁: *There is no statistically significant effect of Technology on the Rate of Growth of the Gross Domestic Product.*

The following Table 9.1.2.12 shows the regression results for Technology on Rate of Growth in the Gross Domestic Product.

Table 9.1.2.12: Summary of the multiple regression analysis models for Technology

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.624	0.389	0.386	0.456

Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	1.922	0.179		10.746	0.000
Technology	0.549	0.045	0.624	12.304	0.000

The regression results indicate that the correlation between Technology and Rate of Growth in the Gross Domestic Product is 0.624. The explained variance (R²) is 0.389; that means that 38.90% of the variance in the Rate of Growth in the Gross Domestic Product has been significantly explained by Technology. Since the calculated t (12.304) at significant 0.000 is greater than the critical or tabulated T(1.56) – obtained from the statistical table for T – at a degree of freedom of (1), then the null hypothesis is rejected and the alternative hypothesis stated below is substantiated:

HA₁₁: *There is a statistically significant effect of Technology on the Rate of Growth of the Gross Domestic Product.*

Chapter 10

Conclusions

This study complements the existing literature on the level of women in the workforce in Kuwait in several ways:

1) The study detected a relationship between *education level* – primary, secondary, and tertiary – and rate of growth in the Kuwaiti gross domestic product. A strong relationship between both variables was tested to be significant. 89.3 % of the variation in the rate of growth in the Kuwaiti gross domestic product can be explained and predicted by the education level. This finding was aligned with what S. Knowles, P.K. Lorgelly and P.D. Owen presented in their study during 2002, and what was presented by A. Hill and E. King in 1995. Furthermore, it is interesting to note that the result of the study supports what has been included in the 2010 report of the gender gap in terms of educational attainment. All six GCC countries have a score above the average of the 134 countries. Kuwait is ranked 71, which places it second in terms of the GCC countries. This suggests that the Kuwaiti government is striving to eliminate the disparity of rights, as between women and men, to access all forms of education at all levels, in order to align itself with the Beijing Platform For Action. A disaggregated analysis by level of education revealed that secondary education is the most important for productive growth, followed by tertiary, then the primary level.

The results indicated that the correlation between secondary level and the rate of growth in the Kuwaiti gross domestic product is significant. 86.8 % of the variation in the Rate of Growth in the Kuwaiti gross domestic product can be explained and predicted by secondary level education. This finding is consistent with studies by A. Benavot (1989) and K. Subbarao and L. Raney (1995). Other studies such as D. Dollar and R. Gatti's from 1999 suggested that furthering females in the education process does not significantly promote economic growth. The existence of intervening variables (family planning, traditions and

customs, female awareness) that was not controlled by this study is the main reason behind the low rate of female enrolment at the secondary level in the state of Kuwait. On the other hand, the study findings matched what has been introduced in the 2010 gender gap report. Five out of the six GCC countries (Kuwait, Bahrain, Qatar, Saudi Arabia and UAE) are placed equal first among the 134 countries. They all have a score of 1 which means there is 100 % equality between male and female in these countries as far as secondary education enrolment is concerned. In Kuwait, the process of education is viewed as an intangible asset that can lead women to economic independence. Therefore, the participation of Kuwaiti women in the development of the academic curriculum is considered essential to communicate confidence and to establish the notion in the Kuwaiti female sector that women are being heard by the government, and their needs and wishes addressed. The Kuwaiti government is currently launching an awareness campaign to educate families as to the importance of enrolling their female children at this level of education, so that they benefit from programs that promote competitiveness, such as the development process of the academic curriculum itself for this schooling level, which aims to refine the skills and knowledge of the female sector in a way that matches the needs of the market, using every available facility to forge ahead.

The tertiary level was ranked second by respondents in terms of its importance in explaining variations in the rate of growth in the Kuwaiti gross domestic product. This is dissimilar to what A. Benavot (1989) presented in his study, and what has been presented by J. Meyer, M. Hannan, R. Robinson and G. Thomas (1979). 50.80 % of the variation in the rate of growth in the Kuwaiti gross domestic product can be explained and predicted by the tertiary level. The disaggregated analysis revealed that the number of Kuwaiti female students in the tertiary educational stage is relatively low if compared with the secondary stage. Financial constraint is considered one of the main reasons for this phenomenon, since the freeing-up of resources adversely affects the motivation to go further in the educational process. The consequences of marriage by (forced or based of their own free will) at this level of

education create a burden on Kuwaiti females, because she cannot easily balance the responsibilities of a student with those of a wife. In general, the greater share of childrearing in Arabic countries is viewed as the responsibility of women, while ensuring the necessities of life is the responsibility of men. Such a perspective encourages women to drop out of schooling at this level of education due to the financial relaxation it offers, her role as viewed by society, and her feelings towards motherhood.

Nevertheless, the tertiary level is considered binding under the prevailing laws of the state of Kuwait. This obligation comes from the government's determination to reduce illiteracy among females. This trend resonates with what has been reported by the United Nations (2005) regarding education disparity in Kuwait, as it was found that Kuwait achieved 40 % or more of female participation in science and engineering education. The compulsory nature of tertiary education is also driven by the Kuwaiti government's intention to achieve a labour force qualified at least to high school level, to meet the needs of a modern economy. The government's conviction as to what females can do to oil the wheels of economic progress was cited by the 40th article of the Kuwaiti constitution, allowing equal access for both genders to all schooling phases. Kuwaiti females, therefore, are given an equal opportunity to take their education to this level and further, enrolling themselves at universities in diversified studies. Significant results have been achieved, as the percentage rate for literacy among young women today is close to that of young men.

Primary level education was placed third in terms of its importance in explaining variations in the rate of growth in the Kuwaiti gross domestic product. Only 37.2 % of the variation in the rate of growth in the Kuwaiti gross domestic product can be explained and predicted by the primary level. This finding agrees what Benavot, A. (1989) presented in his study; likewise, Hill, A. and E. King's study presented in 1995. The low percentage rate in explaining the variation in the rate of growth in the Kuwaiti gross domestic product, justifies why Kuwait in this instance is ranked 106 out of the 134 countries included in the 2010 gender gap report, meaning that it is last among the GCC member states. Still, this finding does suggest that

there is a relationship between primary education and economic growth. A disaggregated analysis revealed that this level of education is considered an integral part of the development plan of the state of Kuwait. Albeit the state is guided to some extent by religion and tradition, this emphasises the government's determination to meet international requirements as to granting equal access to education for both genders. Equality in education at this level is viewed by Kuwaitis as a primary means to furnish females with the minimum knowledge needed to manage in life. This level of education is viewed as a disciplinary stage that can cultivate the female's future behavior. Females can share in the modernization process if they are guided correctly. Therefore, involving Kuwaiti women in the process of designing and developing academic curricula for the primary education level is seen as essential in a modern economy. Such involvement enables women to take account of the future requirements of life so that they can be absorbed at this level of education. The customization process in the state of Kuwait takes into consideration environmental aspects. Thus, the religious, mental and physical aspects of the education process are designed so as to be attractive and non-threatening to males and females alike. The educational approach adopted at the Kuwaiti primary education stage is consistent with the developmental requirements of the state's effort to improve its investment in human resources, so as to advance future economic and social progress. Nevertheless, low-income families consider the high cost of living an obstacle to enrolling their female children at this level of education. The overall illiteracy rate within the state of Kuwait may be relatively low, but it is significant nonetheless; and yet, the cost of enrolling females in the state of Kuwait is still viewed as an obstacle to low-income families. Insufficient cash for day to day needs imposes a degree of prioritisation that might deprive females of an education, even though the education process is not seen as contrary to the prevailing customs and traditions of Kuwait.

2) The empirical tests revealed that *income inequality* is considered important in explaining variations in the rate of growth in the Kuwaiti gross domestic product. 49.30 % of the

variation in the rate of growth can be explained by income inequality. This finding is similar to what Clarke, G.R.G (1995) presented in his study. A further disaggregated analysis revealed that the salaries of employees in the state of Kuwait are subject to fixed services fees, signaling the government's intention to level wealth accumulation in order to moderate the economic distortions and disincentives of income distribution policy which might affect Kuwaiti economic growth. This finding is aligned with what has been presented by Mo, P.H. (2000). The demand for Kuwaiti female skilled labourers and professionals is relatively high, which demonstrates that the academic and practical qualifications of Kuwaiti women are sufficient to meet market needs. Therefore their entrance to the market is undisputed, rather its encouraging as the feminine needs will be addressed, financial and economic independence can be achieved, feminine business will flourish creating more job opportunities that will lead to the feminine increase within the markets simultaneously given the chance for males to handle task that are more suitable for their physical capabilities, accordingly working as an equal citizen to upgrade the level of standards at Kuwait. Their salaries, too, are relatively high, but if they are not leveled with the salaries of others in the same layer of the workforce, distortion to income will result, leading to a negative impact on Kuwaiti economic growth since Kuwaiti female tends to reduce their presence at the market due to feeling that their work is not appreciated.

3) The empirical tests revealed that *foreign direct investment* (FDI) is significantly correlated with the rate of growth in the Kuwaiti gross domestic product. 49.20 % of the variation in the rate of growth can be explained by FDI. This finding is aligned with what has been presented by Levine, R. and Renelt, D. (1992), and alluded to by Borenszteina, E., J. De Gregorio and J-W. Lee (1998). Based on this finding, it can be concluded that FDI is in fact an important vehicle for the transfer of technology, contributing to growth to a larger degree than domestic investment. The empowerment of the Kuwaiti woman, embodied in her occupying of senior posts, enables her to identify the ideas that best suit the aspirations of the Kuwaiti female, and that can be considered the foundation of a new investment opportunity in the

foreseeable future. Kuwaiti women receiving trade delegations is an example of how the female sector is being enriched with adopted ideas and managerial practice that better fits the prevailing customs and traditions. The involvement of Kuwaiti women in the investment sector can increase the local business know-how since it stems from the needs of Kuwaiti women themselves. At the same time, interaction with foreign firms increases the rate of technical progress and the adoption of new management practices within local Kuwaiti enterprises, which in turn can enrich the managerial skills of the Kuwaiti working women tending to shape her personality and her charismatic leading specification, in order to workers including females looking for job opportunities, thus increasing the level of women in the workforce. Holding a managerial post by women is essential In terms of allocating the human capital administered, since some jobs in Kuwait are perceived to be not suitable for women, her occupation might play a great deal in increasing the productivity of female that will give a strong push in the market. This finding was in line with those introduced by Wang, J-Y. (1990), Romer, P. (1993). Tasks dictated by certain posts are better performed by women in the state of Kuwait; therefore Kuwaiti women accomplishments are being promoted across the economic sectors in Kuwait, using the available media and communication channels to increase awareness within sectors as to women's abilities and skills. Currently, Kuwaiti women have a presence at investment dialogues, the aim being to incorporate their views on the role of women within particular investment sectors. Such a presence is essential because only a woman can articulate – and defend – her needs and aspirations in a conservative society, albeit a society mandated by government to comply with certain conditions that suit the female sector from a religious, mental and physical perspective.

4) The empirical tests revealed that *rate of population growth* is significantly correlated with the rate of growth in the Kuwaiti gross domestic product. 49.20 % of the variations in the rate of growth can be explained by the rate of population growth. This finding was in line with studies presented by Aghion, P. and Peter, H. (1992); Grossman, G. and Elhanan, H.

(1991); Arrow, K. J. (1962); and Romer, P. (1986). On the other hand this finding was dissimilar to those of Becker, G.S. and Barro, R.J. (1988).

Common childhood diseases are treated and monitored by special institutions and bodies governed by the state of Kuwait. The increase in population in Kuwait is monitored by a plan that aims to increase the capital per worker. The message is that the new generation is enjoying a healthy environment , in other words the nurtured youth is physically and mentally equipped to absorb the workings and the needs of a modern economy, accordingly being able to customize the new emergent issues to fit the feminine and male sectors in an attempt to increase the society welfare, on the other hand sick person is not a favorable member by the employer to since his/her frequent absences should contribute to the lowering of the productivity . Adopted technology in the state of Kuwait is commensurate with the increase in population, this alignment being crucial to satisfy the growing life demands that accompany any increase in population, giving the fact that the new generation will enjoy a healthy nurture and they will benefit from the previous generation advancements, their chance for development grows higher since their wider presence at the various economical fields that is coupled with an advanced know-how will contribute to increase the productivity allowing a greater chances for investments and expansions, thus creating more job opportunities that will secure the upcoming generations male or female. Laws have been enacted to determine the age of marriage for women allowing the women to peruse her education and strive for her self-esteem that can be realized through her presence at the market. The liberation from social constraints arising from traditions and customs has given Kuwaiti women the opportunity to enjoy a healthy and secure upbringing and an education geared to serving her aspirations of being something in the future. Women in Kuwait are given the right to choose their life partner, in accordance with the teachings of Islam. The number of unmarried females with the intention of entering the markets has increased. At the same time, Kuwaiti women are educated in family planning and are assisted by fertility regulations set out by the Government of the state of Kuwait. If the

number of children is regulated, the capability of supplying society with more productive members becomes attainable. The Kuwaiti government's determination to capitalise on a better qualified working population is evidenced by the adoption of new technology that actually increases the need to attract new workers from the female sector: the prerequisite skills and knowledge for entering the market are largely in place.

5) The empirical tests revealed that *export* is significantly correlated with the rate of growth in the Kuwaiti gross domestic product. 36.4 % of the variation in the rate of growth can be explained by exports. This finding was in line with what has been presented by Kravis, I. B. (1970); Ahmad, J. (2001); and Balassa, B. (1978). Kuwait enjoys vast reserves of oil, which results in her enjoying a favourable export growth record that signifies, in turn, higher rates of growth in the national income. Growing exports raise the level of gross domestic product since they are part of it, in an indirect but significant way. Recently, Kuwait seems to have entered a new phase that aims to diversify its investments, and women are being given the opportunity to join general and specialized exhibitions, as they are considered able to engage with dealers, using a combination of their feminine charms and the knowledge and skills required to sell the advantages of what she is promoting thus cementing her presence at the market, which in turn will encourage the presence of other females in the sector. For the same reasons, Kuwaiti women are given the chance to join and receive trade delegations to identify foreign consumers. Understanding and communicating women's concerns might lead to new opportunities for Kuwait abroad, as new projects driven by Kuwaiti women, and based on knowledge of their own needs, could broaden the scope for exports which address the needs of women in other countries. Conversely, an export idea can establish the foundation of local projects aimed at finding new markets at home. To enhance the role of Kuwaiti women in this area, they have been given the chance to prepare and develop local market studies initiated in other countries or business centres in Kuwaiti embassies, to get a close look at new markets and identify their strengths. Furthermore, Kuwaiti women now join foreign trade missions to promote and develop trade and

communication mechanisms with existing importers. Ingathering new ideas from these missions is potentially fruitful, as they might already address Arab women's needs elsewhere, thus establishing the foundation of projects that will contribute to an increase in Kuwaiti exports.

6) The empirical tests revealed that *human capital* is significantly correlated with the rate of growth in the Kuwaiti gross domestic product. 36.4 % of the variations in the rate of growth can be explained by human capital. This finding is in line with the results of studies by Esteve-Volart, B. (2004); Mo, P.H. (2000), and Löfström, Å. (2009). A disaggregated analysis revealed that the human capital from both sexes is armed with the required academic and practical experience needed to fill out the gap arising from market needs for new specialties. The sympathetic environmental aspects of educational and professional training centers encourage Kuwaiti females to enroll themselves to refine their skills, accordingly being more attractive by the employers. Academic programs adopted by the universities in the state of Kuwait are relevant to the vacancies available at the markets. Therefore, the allocation of female resources is directed towards existing needs. Training centres are geared to increasing overall productivity by encouraging females to attend ongoing courses in the fields of technology, business, IT etc. The privileges and salaries offered to Kuwaiti women are commensurate with the responsibilities attached to the post she is occupying, which in turn will dip a convenient trend into the Kuwaiti females, since they will feel they are not being exploited, accordingly planting the intention of entering the market among other females, therefore The fair salary scheme the female enjoys within the state of Kuwait does not entitle her to any reduction arising from her gender (eg: maternity leave/pay) which of course motivates her to greater endeavors.

7) The empirical tests revealed that *political empowerment* is significantly correlated with the rate of growth in the Kuwaiti gross domestic product. 36.4 % of the variation in the rate of growth can be explained by political empowerment. This finding accords with what has been presented by Lensink, R. (2001); it also verifies what has been compiled in the table of

comparison of GCC countries' political empowerment, where Kuwait placed second place in terms of political empowerment. A disaggregated analysis proved that the Kuwaiti government pays attention to the political role of women, as evidenced by the laws and regulations enacted to empower her politically. Women's economic and political participation is not superficial; rather it is becoming more genuine to the extent that they can help to formulate public policy. The political participation of the Kuwaiti woman improved after 2005, when women were allowed to vote and run in parliamentary elections and take ministerial positions, which in turn will support the feminine issue from the perspective of making women issue audible by a highly ranked officials whom they will address the newly feminine emergent issue in an attempt to increase her empowerment thus being incorporated as an equal citizen. Kuwait is ranked 107 out of the 134 countries for political empowerment, according to data extracted from the gender gap report (2010). The availability of official posts is predicated on the Kuwaiti government's awareness of women, and its determination to make changes. Thus, women retain their legal right to vote and run in elections for parliamentary and legislative posts, putting them in a position (among or close to the decision-makers) where they can be more effective in addressing the concerns of the female sector. By contrast, the empirical tests revealed that Kuwaiti women's presence in the diplomatic corps is limited due to several intervening variables, such as tradition and the difficulty of husbands leaving their jobs.

8) The empirical tests revealed that *technology* is significantly correlated with the rate of growth in Kuwaiti gross domestic product. 36.4 % of the variation in the rate of growth can be explained by technology. A disaggregated analysis suggested that the IT and technological institutions, and workplaces in the state of Kuwait, are environmentally safe for women. The feeling of safety removes the restrictions on women's movements and encourages them to forge ahead to take advantage of the opportunities available – enrolment in universities, institutes and workshops for business planning, professional development and information technology, to improve her functional and technical skills that

will support her presence at the markets. The e-culture and technological skills possessed by Kuwaiti women ascend to the level of good propaganda material, to promote the Kuwaiti woman's ability to shape the modernization process, since the e-culture attaches various social segments together allowing women to promote for her cause in an attempt to find solutions that better suits her presence at the markets. Today, Kuwaiti women occupy non-traditional leading positions in the fields of technology and communications that enable them to be part of the decision-making process and to act flexibly and independently to realise their ideas and aspirations, and to enrich the economic landscape of a changing world.

Appendix

Questionnaire

There follows an explanation of why the questions drafted at Table 6.1.1 were chosen. As mentioned earlier, all questions were drafted in accordance with the relevant literature and the researcher's personal belief in the questions' abilities to measure the study variables.

First Variable: Education Gender Gap

(1) Primary Level

Q1: The primary education stage in the state of Kuwait is an integral part of the State Development Plan.

This question was chosen to test government recognition of the Kuwaiti woman's right to be enrolled at the primary education level. The inclusion of the primary education level in the state development plan indicates that the government values the potential contribution of women, and that can primary education can be utilised to accumulate the required skills and knowledge for future advancement.

Q2: The State Development Plan aims to provide equal access for females and males to the primary education stage throughout the country.

This question was chosen to test if there is equal access for both genders as regards enrollment at primary education level. Equal enrollment opportunity emphasises the level of importance the government attaches to the female sector at an early stage. If this process were implemented appropriately, it would constitute a credible starting point to meet government aspirations regarding women's contribution to overall productivity growth in the future, and to increase the level of women in the Kuwaiti workforce.

Q3: Female education in the state of Kuwait is not contrary to the prevailing customs and traditions.

This question was chosen to test the way the respondent views female education in Kuwait at the primary level. That is, whether female education at this level is viewed as contrary to prevailing customs and traditions. Such a perspective would place substantial limitations on the level of women in the future workforce, causing it to decrease.

Q4: The educational approach adopted at the primary education stage is consistent with the developmental requirements of the state's efforts to improve investment in the human resources to advance economic and social progress.

This question was chosen to test the way the respondent views the primary education process in the state of Kuwait. If the design of the said process was viewed as absorbing the emergent attitudes articulated by government as to economic change, this would suggest the existence of a considered developmental plan guided by the need to enhance the utilisation of the female sector. Therefore the overall process can be perceived as a contributor to the investment in human resources required to keep the wheels of economic progress turning.

Q5: The environment in which females coexist at the primary education stage is appropriate from the religious, mental and physical points of view, and it is non-offensive for families to enroll their children, both male and female.

This question was chosen to test the way the respondent views the environmental surroundings in which females would coexist in the event of their enrolment at the primary level. If the environment is seen to be aligned with the religious, mental and physical aspects of the culture, it can be concluded that the government values the role of female. Efforts to shape the environment in accordance with what families expect will trigger the impulse to enroll female children, thus increasing the level of the women workforce in the future.

Q6: The female portion of overall illiteracy existing within the state of Kuwait is relatively low.

This question was chosen to test whether illiteracy is being reduced among females, as if so, it would validate the efforts being made by government to eliminate the phenomenon. Universal literacy furnishes the government with the means to fuel the market with future members of the workforce of a caliber to manage self-advancement. Informed and skilled personnel are the core factor in increasing female competitiveness, thus slopping the demand curve upward.

Q7: Women are involved in constructing and developing the training and the academic curricula for the primary education stage.

This question was chosen to test the respondent's view about the functional level Kuwaiti women have managed to attain in the education field. The occupation of senior posts by women expresses the government's understanding of its role in tailoring the measures needed to meet women's aspirations and enable them to succeed. Tailoring the fundamentals of those measures to the primary education level makes it possible to identify women's potential early on, providing the foundations for future empowerment a propos their contribution to an increase in the gross domestic product of the state.

Q8: There is reluctance among parents to register their female children at the primary education stage due to the high cost of living.

This question was chosen to test the sensitivity of the level of women in the labour market to the high cost of living. If the income of Kuwaiti families falls below the cost of living, the female presence in the labour market tends to decrease. Such financial constraints might force families to ration their expenditure to the extent of depriving children of an education at this level.

Q9: The cost of enrolling female children in primary education is relatively high if compared with Kuwaiti family income.

This question was chosen to test the respondent view regarding the financial capacity of the Kuwaiti household in paying for the tuition of their children at primary level. If schooling fees are viewed to be a burden, families tend to send their children to work at an early age to help their family meet the necessities of life. Holding responsibility at an early age negatively impacts the desire of advancing further through education, and if the number of drop-outs at this level increases it will lead to a downward slope in the future level of women in the workforce.

Q10: The primary education stage for females is viewed as a process through which the state can reduce illiteracy rates among females.

This question was chosen to test the importance the government places on female schooling at this level of education. If the primary level is viewed as the minimum in order to acquire the ability to read and write, this would indicate that education at this level should be aligned with the percentage growth of females in the state of Kuwait – the capacity of the system should be designed to absorb future enrolment arising from population growth. If this alignment exists, we can conclude that the government is aware of the returns that can be made from educating the female sector, especially by reducing illiteracy.

Q11: The percentage of female drop-outs from the primary education stage is relatively high if compared with that of males.

This question was chosen to test the awareness of Kuwaiti families as to the treatment of females in the education process. If this statement were found to be true, then Kuwaiti females are not enjoying the same chances or care enjoyed by males. Any increase in female drop-outs might signal discrimination in their treatment as compared to males, and lead to a decrease in the number of women in Kuwait's labour force.

Q12: The phenomenon of female child labour is not popular in the state of Kuwait.

This question was chosen to test the extent to which the phenomenon of child labour is an issue in the state of Kuwait. If there is consensus on the spread of this phenomenon, then we can conclude that the family may depend on the contribution that a working child makes to the household's income, and place more importance on that than on education. And when a family has to make a choice between sending either a boy or girl to school, it is often the girl who loses out. Accordingly the caliber expected of the female worker will diminish in the markets.

(2) Secondary Level

Q1: The secondary education stage is compulsory under the prevailing laws of the state of Kuwait.

Making the education process compulsory expresses the government's commitment towards signed international treaties that aim to provide equal access to education for both sexes. A high level of literacy demonstrates the government's ability to produce an educated and well-disciplined younger generation that can meet the requirements of these signed treaties. Accumulated knowledge enhances the prospect of future performance by females and provides all economic sectors with the quality workforce needed to meet the demands of a changing economy, highlighting the role of women to the extent of their being in demand by employers.

Q2: The number of female students in the secondary education stage is relatively low if compared with the primary stage.

This question was chosen to test whether there is any drop-out among female students during the transitional period from primary to secondary level. Abandonment of education indicates the extent to which Kuwaiti females respond to external factors born of many variables (not tested or controlled by this study) which force them at this stage to change

their life course – among these variables are family planning, fertility, poverty, ignorance and so on. This behavior contributes to a reduction in the number of women available to the workforce.

Q3: There are campaigns to educate families as to the importance of enrolling their female children in the secondary education stage.

This question was chosen to test Kuwaitis' social awareness as to the need to educate their female children. The advertising campaigns for this level of education signal a low understanding and recognition of the importance of furthering females' education. The number of females enrolled at this level of education gives an idea as to the reality of the situation for the women of the future, as if their numbers tend to diminish during the course of the education process, the overall proportion of females in the work force tends to decrease.

Q4: Women are involved in constructing and developing the training and the academic curricula for the secondary education stage.

This is to test the extent to which women have managed to break through at government level. Holding senior official posts entitles females to contribute towards designing a more coherent educational process that aims to shape the capabilities of the Kuwaiti female sector. Enriching this process with essentially female features serves the requirement of making women more marketable in the future, which of course will increase the level of women in the workforce.

Q5: Women in Kuwait view the secondary stage as an infrastructure for an intangible gain that can lead them to financial independence in the future.

This tests the way that Kuwaiti women perceive the secondary educational level. If the accumulated knowledge received at this level of education is perceived as a must to construct a brighter career path, this schooling phase should be viewed as part of a

transitional stage that contributes to realising part of the requirements needed to meet future goals. Enrolment at this stage is tending to increase since it is viewed as a means by which Kuwaiti females can enrich their inventory of knowledge, thus shaping their personalities over time to meet the requirement of being a productive member of society. Accordingly this trend will help to increase the level of women in the market of the future.

Q6: The Kuwait female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers and so forth.

This question was chosen to test the availability of facilities provided by the Kuwaiti educational institutions for female students. A safe environment entices families to enroll their female children at this schooling phase. Religious, mental and physical aspects require consideration before the enrolment process, because if these issues are not addressed, female enrolment will tend to decrease, triggering a negative impact on the level of women in the future workforce.

Q7: The training and academic curricula fit with the aspirations and needs of Kuwaiti female students in connection with the labour market.

This was to test the way secondary level education was viewed and designed, as if it was viewed as a productive process through which the female should pass to be shaped scientifically, socially, economically and intellectually to meet the market requirements, that means market conditions and variations are being considered when the secondary academic curricula is first recommended by the parties in authority. Such a trend will contribute to an increase in the demand for women in the workforce.

Q8: The cost of enrolling the female student at the secondary education level is relatively high if compared with the Kuwaiti family's income.

This question was chosen to test whether the cost of enrolment at secondary education level in the state of Kuwait inhibits the inclination to enroll female students at this schooling phase. If the Kuwaiti household cannot afford the cost of enrolment that means the trend of female participation at this stage tends to slope downwards, shifting the status of women in the workforce to a position where a further decrease is likely.

(3) Tertiary Level

Q1: A small percentage of Kuwait females are forced to marry during the tertiary stage.

This question was chosen to explore the number of females who leave education due to marriage during the tertiary stage. Exploring the reasons for being married at this age gives us an idea as to the dominant variable that affects the intention of women to continue with their education. Determining the number of drop-outs gives us an idea of the number of females who choose to complete this level of education. If this question is tested to be valid, it indicates that women's continuation at this stage is predominantly affected by the way the role of women is viewed by Kuwaiti society in general. If the role of women is confined to being housewives, rather than productive citizens who contribute to productive growth, then the number of women in the future workforce will tend to decrease.

Q2: A small percentage of Kuwait females are married during the tertiary stage by their own free will.

If there is a consensus among the respondents that the Kuwaiti woman tends to choose her life partner based on her free will at this age, that means awareness of education is relatively low among females since they view themselves as housewives rather than productive members of society. Females' subjecting themselves to external pressures

(traditions, customs, etc.) as they go through the education process, might play an important part in their dropping out of education altogether, which of course will help to decrease the number of females at the tertiary stage, and probably in university thereafter, thus reducing the level of women in the work force.

Q3: The tertiary educational stage is compulsory under the prevailing laws of the state of Kuwait.

This is to test whether the tertiary education level is binding under the prevailing laws of the state of Kuwait. Mandating this schooling phase signals the government's intention to reap the aggregate benefits brought by female enrolment in tertiary education. The non-monetary benefits, such as higher life expectancy for more educated people, greater participation in civic and social life, enhanced social cohesion and crime reduction, are attributes that go hand in hand with the knowledge and skills required to produce a generation able to meet the demands of an economic environment demanding a more skilled and qualified workforce for the future. Accordingly, mandating this schooling phase contributes to an increase in the level of women in the workforce.

Q4: The number of female students in the tertiary education stage is relatively low when compared with the secondary stage.

This question was phrased to test if there is any drop outs from the tertiary level. The female enrolment reduction at this schooling phase forms a future perspective about the actual female contribution in the markets. Accordingly the number of drop-outs is inversely correlated with the level of women workforce in the markets,

Q5: The Kuwaiti female is given an equivalent opportunity to that of the male in enrolment at universities.

This question was phrased to test enrolment equality at universities as between Kuwaiti females and males. Awareness of a fair chance to seize the opportunity of enrolment in

further education becomes a significant motivating force to the female during the tertiary stage. Looking ahead during the education process leads to an increase in the level of women in the workforce in the future.

Q6: The Kuwaiti female student receives the same attention and care that the male student enjoys throughout this level.

This question is phrased so as to test the care and attention females are receiving during the tertiary level. Equal treatment is a critical factor in increasing aggregate productivity and economic growth later. The sense of fair play encourages females to invest the effort needed to become productive members of society – total output tends to increase, signaling an increase in the rate of growth in the economy due the higher number of women in the workforce.

Q7: Female education at the tertiary stage is consistent with the aspirations and needs of the Kuwait women labour force.

This is to test the logical coherence of the schooling phases, in terms of how they were designed. A coherent design necessitates that market attributes should be considered when the academic curriculum is drafted. The inclusion of female perspectives at this schooling level, informed by what the market expects from working women, contributes to producing a skilled and qualified caliber of graduate who can respond to the administrative and technical demands of the workplace, slopping the demand curve for women upwards and resulting in an increase in the female market workforce.

Q8: The Kuwaiti female student at this level is granted every possible facility to encourage her to go forward, such as safe transportation, separate classes, female teachers, etc.

This is to test whether the female student is provided with the facilities needed (safe transportation, separate class, female teachers etc.) to support her continuing at the tertiary

level. A sense of well-being leads to a desire to be a more informed and productive member of society. Thus, safeguarding enrolment by providing the required facilities for a mature female promotes the continuity of this schooling phase, increasing, in due course, the level of women in the workforce.

Q9: The level of Kuwaiti female student drop-outs from the tertiary education stage emanates from social, economic and moral circumstances.

This is to explore whether female drop-outs from this schooling phase are attributable to other factors than her marriage. If there were a consensus among the respondents regarding the existence of intervening variables that force females to drop out of this schooling phase, it can be concluded that the future level of women in the workforce will tend to decrease.

Second Variable: Income Inequality

Q1: The salary hierarchies recommended for both genders in private and publicly traded firms in Kuwait are constructed in a manner that can accommodate frequent changes stemming from market forces (supply and demand).

This is to test the flexibility of salary schemes, as if they have been designed so as to accommodate changes in the market, this will play an important part in normalizing income distribution within the state as whole. A sense of fairness forms the cornerstone for the developmental process, since it expresses the level of satisfaction and hope the female sector holds for forward progress. Aspirations, supported with a level of functional satisfaction and a glimpse of hope, trigger the motive to be more productive, in turn becoming more in demand by the markets and shifting the female demand curve upwards, indicating an increase in the level of women in the workforce.

Q2: Women who possess special character traits (intelligence, self-motivation, special leadership qualities and so forth) are offered more wages than those of their peers who do not.

This is to test the extent of fairness enjoyed in conjunction with the salary schemes. Being fair presumes that skills, performance and special qualities of character are considered when computing a salary and making available opportunities. In general, females with special qualities are prioritised to lead, and such prioritisation should be accounted for when the salary scheme is being drafted. The special classification of this layer of female employee stimulates an appetite among those enjoying more 'normal' qualities to refine their skills and shape their personalities to meet the requirement of being special. The yield of the functional cultivate process will contribute to level income distribution. Being fair while determining income gaps and ceilings shapes the functional conduct urged by the need to enhance the financial potentiates. Therefore, if functional development is governed by a strict scheme that matches the requirement of normalizing income distribution with that of the economy as a whole, the demand curve for women in the workforce tends to shift upwards.

Q3: The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to fixed services fees.

This is to test whether employees (male and female) operating under the umbrella of the Kuwaiti economy is subjected to fix services fees. A fixed services fee does not consider increases in salary; therefore the extent of income inequality tends to increase as the salaries increase. Ignoring increases in salaries helps to distort the normality of income distribution, thus generating negative attributes for the economy as whole. For example, employees tend to falsify their performance to receive an incremental increase in salary that helps them to cope with the burden of their growing needs. These manipulative performance actions are harmful to the level of their demand in the markets due to their dishonesty. The demand curve for such employees tends to slope downwards.

Q4: The salaries of the employees working in the various sectors of the Kuwaiti economy are subject to fixed services fees.

This is to test whether employees (male and female) operating under the umbrella of the Kuwaiti economy is subjected to fix services fee. A fixed services fees system considers increases in salary; therefore the extent of income inequality tends to decrease as salaries increase. Considering the variation in salaries helps to normalize income distribution, producing sustainability in the social layers within society. On the other hand, a certain degree of good performance is rewarded, since employees are at ease in terms of their ability to pay for the necessities of life. Fulfilling this basic need encourages additional effort towards meeting the demands of others, consequently increasing the level of both male and female workforce.

Q5: The demand for skilled labour and professional skills within the sector in which you operate is relatively high.

This question was chosen to test whether the demand for skilled labour and professional skills is relatively high. Personnel with special qualifications and ability to lead usually receive higher compensation. Accordingly, if the demand for skilled labour is high, the income inequality gap tends to widen, producing a distortion in the normal distribution of income. If we accept to the fact that skilled workers are usually outsourced, the income inequality can be viewed as a motive to the female sector to arm themselves with what's needed to seize the opportunities available. Refining skills and enriching the vessel of knowledge helps to break through the market smoothly, thus gaining the chance to occupy a senior post and indicating an increase in payroll. If we take into consideration that unskilled labour usually considerably outnumbers skilled labour, so that the level of salary paid out to skilled labourers is somewhere around that for unskilled labourers, then the high demand for skilled labour indicates a greater income inequality within the economic sector concerned.

Q6: The demand for non-skilled labour within the sector in which you operate is relatively high.

This question was chosen to test whether the demand for non-skilled labour and professional skills is relatively high. Non-skilled workers are the layer of employees who did not have the chance to meet the requirements for being termed professionals – they compose the majority of the working class who normally receive relatively lower compensation. The increase in demand for non-skilled labour conveys low technological utilisation within the researched sector. Employees operating in this sector most likely tend to falsify their performance to qualify for a higher compensation scheme, thus being able to meet the necessities of life. On the other hand, if we consider the fact that any industry these days requires a minimum of technical knowledge, the increase in demand for non-skilled labour does not shape income inequality, since the employer tends to seek out more suitable personnel to meet the requirement of advancing the wheels of progress. Consequently the overall demand curve for non-skilled labour tends to decrease.

Q7: Women with particular qualifications and skills receive the same salary as their male peers who hold the same qualifications and skills.

This is to test the fairness of the recommended monetary compensation scheme. If females and males holding the same qualifications are classified under the same payroll layer, it can be concluded that females are enjoying equal treatment with their male peers. A sense of fair treatment, morally and monetarily, encourages the female's desire to become something in the future, therefore encouraging her to do what it takes to refine her professional skills and knowledge in accordance with market needs, and increasing the level of women in the market.

Q8: The salary which the working woman in the state of Kuwait receives is not subject to deductions for such things as maternity absence.

This test whether the Kuwaiti working woman receives her salary in full without any deduction arising from her gender status such as the maternity leave she is entitled to after delivery. If the female's entitlement to receive a lower compensation scheme is ignored, her motivation to forge ahead in shaping her skills and upgrading her performance in line with market requirements will be reinforced. This will lead to an increase in the level of women in the workforce.

Q9: Childrearing is shared equally between women and men in the state of Kuwait, which gives both an equal opportunity to devote them to making progress within the workforce in which they are considered members.

This is to test whether Kuwaiti men share the household responsibilities with women, as if this was found to be the case, it would indicate an increase in the spare time available for Kuwaiti women, the burden that was traditionally thought of as the woman's responsibility being shared with the male. Affording females some space which they can devote to obtaining better performance assessments, justifying their place in the workforce and maintaining the demand for female skills in the markets, will increase the level of women in the workforce.

Third Variable: Foreign Direct Investment

Q1: The idea of Kuwaiti women travelling abroad to attract new investment is not contrary to the customs and traditions of the state of Kuwait.

This is to test whether the movement of Kuwaiti females travelling abroad is free from any restrictions arising from so-called customs and traditions; a blind eye turned to such restrictions encourages further advancement for females. Social acceptance of females interacting with the opposite sex facilitates their entry to the markets. Imposing any

limitations on women's movements is a core factor in whether she will continue to be a part of the workforce. The sense of being able to move freely ensures her survival in the market. For example, attending ongoing training courses and travelling abroad will not sound odd. The fact of equal treatment signals the female's involvement in a competitive atmosphere where she can carve out a leadership path. So, an increase in the level of women in the workforce will be assured, especially if we accept that women are more suitable than men to perform certain tasks.

Q2: Media output regarding women's issues and their role in the investment sector adheres to a clear plan that aims to enhance and increase awareness of the sector poles as to women's role in the sector in question.

This is to test whether the Kuwaiti media is alert to the importance surrounding the role of women in the economy. The existence of a clear plan from the Kuwaiti government as to its endorsement of the female role in the investment sector conveys the degree of importance the government is giving to women generally. Promoting women's accomplishments in the investment sector increases awareness and might attract the attention of employers. Furthermore, Kuwaiti women are able to broadcast their thoughts and ideas into foreign trade markets and solicit other women to join the work force, driven by the knowledge that they will receive equal treatment and equal chances to seize opportunities – and, at the same time, helping to increase the number of women in the market workforce.

Q3: Kuwaiti working women are expected to receive trade delegations working on the development of foreign trade and joint cooperation.

This is to test whether the Kuwaiti female joins her male peer in receiving foreign delegations. If this found to be the case, it can be concluded that the role of the Kuwaiti female is valued. Giving Kuwaiti females the opportunity to occupy sensitive official positions helps to paint a persuasive picture about a cultural and economic atmosphere that enables women to satisfy their aim to serve the whole of society in Kuwait.

Q4: Women's involvement in the investment sector and their playing a major role in developing new investment ideas and good managerial practices, are considered to be consistent with the prevailing customs and traditions of the state of Kuwait, and to properly suit Kuwaiti women.

This question was chosen to test whether women's contribution to foreign trade exists in reality. Female contribution in investment is essential because it helps to import and export new ideas that better suit Kuwaiti females and society at large. The exchangeability of new ideas is considered a means of enriching the encouraging awareness and the ability to communicate female needs and aspirations that might form the foundation of future foreign investment that aims to service Kuwaiti women and those of other countries enjoying similar traditional attributes. The satisfaction gained from a climate which encourages female involvement helps, in turn, to increase the level of women in the workforce.

Q5: Kuwaiti workings women are given opportunities that enable them to identify and take the necessary decisions regarding the investment climate foreign investors are expecting to enjoy if they direct their investment to the state of Kuwait.

This is to test the degree to which Kuwaiti females are empowered when they occupy a senior post. If the power invested in the positions occupied by Kuwaiti women enables them to identify and determine ideas consistent with the female sector's aspirations, then a new investment opportunity in the foreseeable future might be attainable.

Q6: The involvement of Kuwaiti women in the investment sector can increase the business know-how in a way that meets Kuwaiti women's expectations.

This question was phrased to test the degree to which the Kuwaiti female is involved in the investment sector. Female entry to the investment sector helps with a closer examination of women's issues, since they are more capable of communicating the ideas of other women. A blind eye might be turned on women's issues if addressed by males, so the female contribution will genuinely increase of the sum of business know-how. Accordingly, if this

perspective was positively viewed by the respondents, it can be concluded that the demand for females would increase.

Q7: Kuwaiti women have an input in dialogues regarding women's issues which are aimed at shaping attitudes on the significance of their role within the investment sector.

This is test whether Kuwaiti women have a presence in investment dialogues dealing with women's issues. A female presence is essential to highlight their accomplishments, and their practical & technical skills. Introducing women's business abilities at a certain level might attract attention and change certain perceptions about females. If females are viewed to be more informative and productive, they will be demanded by employers, thus leading to an increase in the level of women in the workforce.

Q8: The investment environment in which the Kuwaiti female might coexist is considered appropriate from the religious, mental and physical point of view.

This question was chosen to test the suitability of the investment environment to Kuwaiti females. To reap the required performance and to attain the desired level of productivity, the environmental conditions in which Kuwaiti working women will operate with once employed should be aligned with their religious, mental and physical sensibilities. Environmental adaptation is essential to female development and success. The sense of relief will concentrate the female's mind and enhance her performance in order to meet the requirements of others – thus, increasing the level of women in the workforce.

Fourth Variable: Rate Of Population Growth

Q1: The adopted technology within the state of Kuwait is considered aligned with population growth and its consequential increase in demand, and aims to satisfy that growing demand.

This tests whether the technology adopted in the state of Kuwait is aligned with the increase in population. Alignment is essential to enable the various economic sectors to satisfy the growing demands arising from life's necessities. Some employed technology replaces domestic work, allowing for the spare time needed by Kuwaiti women to provide a healthy, nurturing environment for the upcoming generation. Experiencing a normal upbringing, through which the child can be directed to earn the productive attributes that attract employers in the markets, helps to increase the level of women in the workforce.

Q2: The adoption of new technology within the state of Kuwait helps to attract new workers from both genders rather than increasing the salaries of the existing workers.

The adoption of technology requires a certain caliber of employee, with special qualifications and skills. Technical knowledge is crucial to market entry these days. Academic and training curricula, therefore, should be flexible enough to manage frequent changes arising from technological advancements, and to supply the markets with a skilled and qualified calibre of employee. An increase in salary should be coupled with an increase in the absorptive capacity of the employee, since he or she should be able to absorb emergent technological and administrative developments. The ability to absorb what's new is usually higher in young employees than adults, which in turn increases opportunities for females seeking a place in the market. To seize the available opportunities, females should attend training courses on an ongoing basis to refine their skills and to refresh their stock of knowledge, maintaining continuity and ensuring their services are always in demand.

Q3: The applicable laws protect the woman's right to choose her life partner (husband) in accordance with what has been taught by Islam, which in turn facilitates ensuring her a fulfilled life through which she can establish a healthy, educated and productive family.

This question was chosen to test whether the Kuwaiti female can choose her life partner based on her free own will. The freedom to choose is psychologically essential to the advancement of the woman in society; with choice, she will focus on shaping herself according to her peers in the market, which in turn will increase her presence in the workforce.

Q4: The applicable laws determine the age of marriage for women, such as to give her the opportunity to enjoy a healthy sense of nurture and a suitable education.

This question was chosen to see the extent to which the government protects the female young generation from being placed under pressures of tradition that might lead to marriage at an early age. Depriving females of the opportunity to enjoy a healthy, nurtured youth and a suitable education represents a constraint on their existence in the market. Accordingly, enacting laws that determine the age of marriage retains the female's right to be armed with what's needed to survive the growing competition in the market. Determining the age of marriage for women signals an increase in the level of women in the workforce.

Q5: The common childhood diseases are treated and monitored by dedicated institutions and bodies governed by the state of Kuwait, to ensure the maintenance of a healthy and productive caliber of citizen who can accommodate changes in the economy.

This is to test whether the government pays sufficient attention to all members of society from the moment they are born. The experience of a healthy and safe upbringing inclines the new generation towards becoming being productive members of society who are in demand by others. This in turn leads to an increase in the level of women in the workforce.

Q6: The Kuwaiti woman is educated in so-called family planning and benefits from fertility regulations in enjoying good health, which in turn lessens the burden of motherhood, orienting her to be a productive member of society through academic and practical achievement.

This is to test whether the Kuwaiti woman is educated in family planning matters, since an awareness of the issues will reduce her burden during childrearing. If the number of children is regulated, that will help to produce a more productive member of society, giving the woman the chance or the space to be productive through what she can achieve academically and practically.

Q7: The Kuwaiti woman is educated in the techniques of modern childrearing.

This is to test whether the Kuwaiti female possesses the required knowledge and techniques to ensure the minimum criteria for providing the next generation with a healthy upbringing. Childrearing ability will be judged by the level of the achievements of the new generation. The better educated and qualified are the new generation – of both sexes – the better placed will the females be to take their place in the workforce.

Fifth Variable: Exports

Q1: The Kuwaiti working woman is given the opportunity to participate in general and specialized exhibitions within the economic sector of whose workforce she is considered to be a member.

This is to test whether the Kuwaiti woman is given the chance to introduce herself to foreign dealers. The woman's presence at such events is considered crucial to increase her business and negotiating know-how. Making use of female charm while introducing a product can be sufficient to make a sale, and further benefits are manifested if this is combined with the skills and knowledge required to solicit the curiosity of the dealers to make an approach, thus triggering the impulse to make a buying decision. Having such

potential benefits upgrades the female to a level where she is in demand by others, which leads to an increase in the number of women in the workforce.

Q2: Kuwaiti women are given the chance to join trade delegations aimed at identifying foreign consumers' needs and to explore ways of satisfying those needs locally.

This is to test whether the Kuwaiti working female is given the chance to join trade delegations. Her presence is essential to communicate her ideas while identifying potential customers. Exploring ways of satisfying the customer's needs locally is an important part of female aspirations in Kuwait, and this might be perceived as a good investment opportunity for foreign customers. Accordingly, if the above question is found to reflect the position on the ground, that should deliver the possibility of expanding the scope of Kuwaiti exports due to new ideas and projects driven by Kuwaiti females.

Q3: The Kuwaiti woman is given the chance to receive foreign trade delegates and exchange with them the commercial possibilities of opening new markets for the state of Kuwait abroad.

This question was chosen to test whether the Kuwaiti working female is given the chance to receive foreign trade delegates. Receiving foreign delegates implies participation by Kuwaiti women in open dialogue with foreign dealers, where they can augment their experience and widen their investment expertise. The benefit of female involvement comes from exploring the available investment opportunities that best suit the Kuwaiti female sector, while communicating female accomplishments in the various economic sectors in Kuwait. Thus, being able to exchange ideas can be viewed as a fulfilment of Kuwaiti female aspirations, one of which is the formulation of new investment opportunities that will contribute to an increase in aggregate demand. In addition, women's success in this field places them in a competitive position where they will be in demand by others, thus increasing the number of women in the workforce.

Q4: The Kuwaiti working woman is involved in preparing and developing market studies within local districts or centers of business, to be disseminated via Kuwaiti embassies abroad.

This question was phrased to test whether the Kuwaiti working female is involved in preparing and developing market studies. The woman's ability to move around and interact with others freely, without any concerns as to her social acceptability, will encourage her to refine her skills to meet the requirements of conducting market studies. Female participation is viewed as beneficial, because the female perspective is included when the studies are prepared. The combination of female and male perspectives can add to the coherency of the conducted study. Benefits include the ability to get a close look at the market to identify weaknesses and strengths, but in addition to explore opportunities that best suit the Kuwaiti female sector. The female ability to identify a successful future project highlights her skills and qualification in the market, thus keeping her in demand by others, and consequently increasing the level of women in the workforce.

Q5: The Kuwaiti woman is given the chance to make a contribution in the field of logistical support and technical and business information for companies operating under the umbrella of the Kuwaiti economy, in an attempt to improve the effectiveness of their export performance.

Being involved in the detail is invaluable in enriching the employee's practical expertise, which in turn will help to broaden their experience in formulating the most appropriate strategies to enhance performance in the marketplace. Accordingly, this question was chosen to test whether the Kuwaiti woman is involved with the details of export procedures and processes, as such involvement will direct her energies towards finding more time-efficient methods of problem-solving, involving less effort, and make her more attractive to employers in the field of exports. This will help to increase the level of women in the workforce.

Q6: The Kuwaiti working woman is given the chance within the sector in which she operates, to join foreign trade missions promoting and developing trade and communication mechanisms with existing foreign importers.

Placing the Kuwaiti woman in a position where she can communicate with importers helps to develop trade and communication mechanisms with them. Familiarity in dealing with others will lead to greater ease in transmitting information between the parties involved. Furthermore, frequent direct contact establishes a strong relationship that increases the awareness of what is acceptable or not acceptable to the counter party – understanding between negotiating parties is essential in order to reach a fruitful result. Therefore, if females are given the chance to join foreign trade missions, the Kuwaiti feminine perspective can be better understood by the foreign dealers due to frequent interaction between the parties, thus avoiding time wasting, since the subjects of negotiation are familiar to both parties. Therefore, female negotiating skills are invaluable in increasing the level of women in the workforce.

Q7: The Kuwaiti working woman is given the opportunity to follow up the reports and the achievements of domestic commercial centers through Kuwaiti embassies, in order to develop export markets and strengthen Kuwait's presence abroad.

This is to test whether the Kuwaiti woman is involved in the process of following up the reports and the achievements of commercial centers. Being involved in the feedback process highlights the occurred deviations while executing a plan. From the commercial perspective, females receiving feedback from export markets helps to make sure that female issues are addressed therein. Furthermore, changing the course of action is usually needed in order to address issues arising from the export plan. Therefore, the ability to understand how to satisfy female needs elevates the role of women in export matters to the level of being in demand by employers, since women are better able to identify the features that address female concerns.

Sixth Variable: Human Capital

Q1: The human capital from both genders is armed with the required academic and practical experience needed to fill the gaps arising from market needs for new specialties.

This question was chosen to test whether Kuwaiti human capital is supported by the academic and practical experience needed for current and future progress – keeping informed indicates an ability to absorb prevailing technological advances. Functional awareness motivates women to keep themselves up with what's required to ensure their continued presence in the workforce. Surviving market competition gives an idea of the skills and qualifications of Kuwaiti females. Practical experience, if shaped in accordance with the requirements of vacancies in the market, helps to shift the demand curve for females upward, signaling an increase in the level of women in the workforce.

Q2: Certain academic programs available to both genders within the universities operating under the prevailing laws of the state of Kuwait are geared toward market needs.

This question was chosen to test the academic programs' relevance to vacancies in the markets. Customizing academic and training programs in a way that can accommodate market requirements contributes to enabling females taking that path to gain the qualifications, and shape the skills, needed to enter the market. Being qualified to break into the market indicates an increase in the level of women in the workforce.

Q3: Kuwaiti women in enterprises operating under the umbrella of the Kuwaiti economy are motivated to attend ongoing training courses in the fields of technology, business, computer skills and so forth, to refine their capabilities and awareness of the emergent challenges arising from the industry in which they operate.

This is to test whether the Kuwaiti female is being solicited to attend ongoing training courses to ensure her continued participation in the market. Training courses in the fields of technology, business and computer skills help to refine the practical and managerial skills needed for future advancement. Any disparity in treatment between the sexes can be viewed as an important limitation to females' attendance at training courses. On the other hand, if the Kuwaiti managerial training environment encourages females to progress, the demand curve for females will tend to increase, and vice versa.

Q4: The privileges and salaries offered to Kuwaiti working women are considered commensurate with the burden presented by the responsibilities and duties they undertake.

This is to test whether the efforts exerted and the time spent by the Kuwaiti working woman are justified by the financial rewards and associated benefits she receives. If the expected return is seen as reasonable, and the chance of career development attainable, females tend to take their job seriously due to the satisfaction arising from receiving fair compensation. Such a perspective directs the female sector to construct a career path in a way that places women at the gateway of competition. Females holding special functional abilities are favored by employers. Therefore, well qualified and skilled females shift the demand curve upward for females in the market.

Q5: The allocation of women resource capital is considered sufficient to meet the requirements of specific enterprises with regard to increasing productivity.

This is to test whether the job specification of vacancies occupied by Kuwaiti women takes into consideration female specifications. Physical aspects should be considered prior to the

initiation of the designation process. Functional appropriateness is crucial to elicit the best effort females can give. Accordingly the allocation of female resource capital is critical to enhancing performance geared to increasing productivity. Appointing females to positions where they can perform efficiently and effectively shapes the practical experience they need to continue to be in demand in the workforce.

Q6: Women in the workforce in the state of Kuwait conform to the prevailing laws and regulations much more than do the men; nevertheless, they are not given the opportunity to lead within their field.

This is to test whether the commitment of Kuwaiti women to the prevailing laws and regulations disqualifies her from future advancement. The female commitment to prevailing regulations is considered a cornerstone of her functional progress, causing her to follow a leadership path. However, arguably if females tend to be committed to the prevailing laws and regulations of the enterprise, their chances of developing might be narrowed. It can be concluded that investment in the female sector is not quite sufficient, since such a trend sweeps away the motivational features required for future advancement.

Seventh Variable: Political Empowerment

Q1: Kuwait's prevailing laws and regulations emphasis women's political and economic participation.

This is to test whether the female role in politics and economics is valued by the government. The enactment of laws and regulations emphasising women's political and economic participation is an expression of government endorsement as to the role of women. The presence of females at senior levels of government enables them to gain a holistic view, making it possible to determine those women's issues most applicable to the decision-makers. Highlighting the needs and aspirations of women from a senior official level reinforces the functional execution made possible by the availability of the necessary

tools, equipment, and indeed skills. Females' experiencing political and economic life fosters their ambition to advance their careers, leading to an increase in the level of women in the workforce.

Q2: Women's economic and political participation is not superficial but genuine, to the extent that they can formulate public policy in both areas (economics and politics).

This is to test the depth that Kuwaiti women manage to reach in their struggle to occupy public posts. The extent to which they are given the chance to formulate public policy is an indicator as to the depth of their role. Breaking the bounds of superficiality in economic and political posts signifies that the Kuwaiti females are enjoying a degree of political empowerment that enables them to address women's issues more effectively and efficiently. Promoting the capabilities of the female sector attracts the attention of employers, and consequently leads to an increasing the level of participation in the workforce.

Q3: Kuwaiti Women occupy senior executive positions only within certain sectors.

This is to test whether female political empowerment in the state of Kuwaiti is limited to certain economic sectors. Occupying a satisfactory array of diversified political and economic posts is an indicator as to the authority Kuwaiti females can enjoy within the economy as a whole. The diversification of women's practical experience helps to serve the female sector at various levels. Homogeneity in the workforce eliminates disparities in entry to the market, providing a fair and equal chance to seize the opportunities available and forge a leadership role. Fostering the competitive attributes needed to enter the market and survive its vagaries is an indicator of female empowerment and signals an increase in the level of women in the workforce.

Q4: Kuwaiti women retain their legal rights in the area of diplomatic representation.

The inclusion of Kuwaiti women in diplomatic representation conveys the extent to which she is empowered in the state of Kuwait, hence the more women the diplomatic delegation includes, the more empowered they are, and vice versa.

Q5: The Kuwaiti woman retains her legal right to vote and to run in elections for political, economic, parliamentary and legislative posts.

The legal rights of Kuwaiti women indicate the extent of the equality they enjoy. Women's ability to vote and to run in elections for political, economic, parliamentary and legislative posts is an indicator of the government's endorsement of the female role in political life. Females' occupation of senior posts indicates that their needs and aspirations are being heard by decision makers. The sense of being heard provides the motivation for females to take a leading role, which leads to an increase in the level of women in the workforce.

Q6: Kuwaiti women's political participation is not limited to their representation in the parliament and legislative council, but extends to include their participation in public decision-making processes at all levels.

This is to test the boundaries of authority for Kuwaiti women. Such boundaries indicate the extent to which women are empowered in the state of Kuwait. Thus, the involvement of females in the legislative council only indicate that she is enjoying a relatively narrow authority, while having responsibility for the procedural aspects of implementing the enacted laws indicates that she is enjoying a wide authoritative power. Thus, the level of delegation is a core factor in increasing female political know-how, and increasing the overall involvement of women in political life.

Q7: There is continuous and accurate monitoring by a legal body governed by the regulations in force, under which the applicable laws guarantee women's rights in practice.

This question was chosen to see whether there is any traceability as to the means of implementing laws that guarantee women's rights. The existence of a legal body with authority to monitor the application of laws related to women's issues indicates that the government values women's presence in political life. The sense of being protected removes the fear of being punished, thus encouraging women to introduce their personal thoughts and ideas to the decision makers. Moreover, the experience of being heard by a female operating in the political sphere reinforces communication channels between the female sector and the government, which indicates that the government is encouraging the empowerment of women in political life.

Q8: The social climate in the state of Kuwait is considered appropriate for women to exercise their political, economic and civil rights.

Liberation from the social limitations arising from prevailing customs and traditions helps to neutralise the barriers faced by women in their advancement. Accordingly, this question was chosen to test whether such restriction do exist, as if so, it means that women empowerment in the state of Kuwait is moving slowly due to non-governmental considerations, and the rate of increase in the level of women in the workforce is likely to be slowed.

Q9: Kuwaiti women are aware of their rights in the public decision-making process and the importance of their taking on responsibilities in political and economic life.

This is to test the political and economic awareness of Kuwaiti women. If females are entitled by law to be informed, this will indicate that her career development is governed by a clear plan. Furthermore, a growing sense of involvement will tend to trigger the motivation to accumulate the political knowledge needed for future advancement; and the desire for change will encourage the female sector to enhance communication channels with the

government. Females should be informed by law so as to bring their negotiating skills to bear in realising their goals. Otherwise, the mere enactment of laws and regulations will not be sufficient in itself to enhance the role of women.

Eighth Variable: Technology

Q1: Kuwaiti women enjoy equivalent opportunities to those enjoyed by men, in the areas of enrollment at universities, institutes and workshops for business planning and professional development, and in information technology, to improve their functional and technical skills.

This is to test whether Kuwaiti females are enjoying equal access to education. If technological specialties are restricted to males, it shows that the Kuwaiti female is not given a proper opportunity to shape her skills. Enjoying equal access to education is conducive to an increase in the aggregate total output of the state. The freedom to choose an academic field, attend workshops for business planning and information technology, helps to improve the female's functional and technical skills, providing her with a competitive advantage over her peers in the market. Therefore, this question was chosen to test whether there are any restrictions on women's enrolment at universities and their ability to choose a technological specialty based on her free own will.

Q2: Information publicised through the media usually leaves a positive impression regarding women's ability to deal with modern technology and their capabilities in taking independent action through participation in decision making.

This is to test whether the Kuwaiti media has a part to play in the promotion of female accomplishment. Promotion of females' technological and managerial skills usually has a positive impact on the recipients, since the media is the appropriate channel to highlight women's hidden technical and academic abilities. Furthermore, the creativity of the female sector and its capacity to adapt to new technology can come to the surface. Communicating

female competitive attributes helps to shift the demand curve upwards, implying an increase in the level of women in the workforce.

Q3: Counter to tradition, women occupy leading positions in the fields of technology and communication, helping them to publicise their ideas and aspirations, perhaps enhancing their opportunities to advance economically.

This is to test the extent to which Kuwaiti women have managed to breach boundaries in the field of technology. Occupying leading roles, against the run of tradition, empowers females to choose the technological instruments best suited to supporting their ideas. The ability to shape women's aspirations in this way is an indicator of the increase in her presence at the market workforce.

Q4: Kuwaiti women possess e-culture and technological skills similar to those of men, placing them in a strong competitive position in all sectors of the economy.

This is to test the degree to which Kuwaiti females are aware of the mechanisms that the e-culture enables them to use. The accumulation of technical knowledge is essential to women's future advancement. The occupation of senior posts requires knowledge of the more sophisticated mechanisms available, enabling them to support their managerial role in the market, and consequently increasing the level of their presence therein.

Q5: Information and technology institutions are considered safe environments in which women can study in order to augment their technological and informational skills.

A safe environment and related attributes are essential if Kuwaiti families are to encourage their female children to join technological institutions. Accordingly, this question was chosen to test the conditions at technological institutions from the perspective of their suitability to Kuwaiti in the light of their traditions and customs. Shaping the environment according to the particular requirements of the Kuwaiti woman will encourage her to technological institutions,

where she can build her knowledge and practical skills alongside the technological mechanisms available, refining her skills in a way that matches the requirement of the increasing level of women in the workforce.

Q6: Kuwaiti women are given the opportunity to enroll themselves in highly technical courses conducted by professional trainers, whereby they receive a high level of technical knowledge.

This is to check that there are no restrictions whatsoever that prevent Kuwaiti women from attending highly technical courses. Ongoing training courses help to enrich the woman's knowledge and provide her with the distinctive skill sets required to occupy higher positions. Thus, arming females with technical knowledge augments their practical capabilities to the extent of their being in demand by others. This increases their presence in the workforce.

Q7: Information and technology programs are designed to accommodate all age groups or classes equally, whether male or female.

This is to test whether technological curricula are drafted in a way that meets the requirements of all ages. Tailoring information and technology programs in accordance to the age of the recipient is helpful to the understanding and absorbing of technological material in an ordered manner. Gradual absorption is helpful in gathering all the pieces together. The availability of solid technological data can lead to formulating an onward path. Accordingly, technological awareness contributes to an increase in the level of female participation in the workforce.

Ninth Variable: Growth in Gross Domestic Product

Q1: Educational institutions in Kuwait can accommodate the population growth of both genders, male and female.

This question was chosen to see whether the absorptive capacity of educational institutions is aligned with population growth. Meeting the natural growth rate of both sexes is an

indicator as to the special care the state of Kuwait is giving to the intellectual capital represented by equal access to education. Education helps to accumulate knowledge and shape the personalities of future leaders who can meet the growing volume of economic change, consequently meeting the requirements of growth.

Q2: Education for females is viewed as a process by which the state can invest in the female sector to increase gross domestic product.

This is to test the way in which female education is viewed by the state of Kuwait. The inclusion of female schooling in the developmental plan of the state is an indicator as to the importance the government attaches to women's place in society. Furthermore, designing academic curricula in a way that matches the requirements of the market is an important component in producing the right caliber of future employee.

Q3: The Kuwaiti media takes on responsibility for publicising the importance of – the social and economic gain represented by – women's participation at the various levels of the economy.

This question was chosen to see whether the Kuwaiti media gives proper attention to publicising the significant achievements of women, since such attention should help to empower Kuwaiti women within the economy due to the impression it leaves at various levels as to female resources which might be tapped to good effect. Proper attention would increase the level of women in the labour force, and in turn increase gross domestic product.

Q4: Subjecting Kuwaiti working women to functional punishment is not contrary to custom and tradition; rather it can be seen as a means of increasing her awareness within her field, thus working efficiently and effectively to meet productivity targets.

This question was chosen to see if the Kuwaiti woman is being treated equally in the markets. Subjecting females to the consequences of reward and punishment schemes is one of the factors that convey fairness in the functional treatment of males and females. This

sense of fairness reinforces the need to be efficient in approaching targeted productivity to survive the vagaries of the market, consequently sloping the demand curve upward to indicate an increase in the level of women in the workforce.

Q5: Kuwaiti working women are given the opportunity to participate in, or to prepare and develop, training programs for export operations in order to increase their efficiency and capacity in servicing existing foreign markets, as well as their ability to open new markets abroad.

This question measures women's contribution in exports. The female presence in this field is essential to articulate the needs of the female sector. To elicit a change, the role of females should be genuine in order to ensure the adoption of the most appropriate ideas. The foundation of new projects arising from the female requirements is a main contributor to productivity growth.

Q6: There is ongoing awareness of the need to address future perceptions of various aspects of motherhood and child care in order to provide society with healthy and productive members who can positively impact economic progress.

This question was chosen to test whether the government pays close attention to motherhood and child care issues in Kuwait. Producing a healthy next generation helps to contain the frequent changes and requirements stemming from a changing economy, maximising people's potential, particularly women's, so as to increase gross domestic product by directing that potential in a manner appropriate to women's operational efficiency in the workforce.

Q7: Kuwaiti women are given the opportunity to join foreign trade delegations that aim to explore the opportunities available in key markets, while at the same time being empowered to do whatever it takes to capitalise on opportunities locally.

This question was chosen to test whether Kuwaiti woman are given an equal chance to participate in foreign trade delegations, since such participation can help to increase gross domestic product due to the important and diverse ideas coming from the female perspective that can be absorbed by foreign markets, thus producing economic opportunities for the Kuwaiti economy.

Q8: Women are given the chance to educate themselves in fields where the demand for labour is high.

This question was chosen to test whether the economic liberation of the Kuwaiti woman is viewed as an intangible asset. Concentrated effort to align the income earned by females with that earned by males is the right starting point for economic independence. A sense of fairness when receiving financial compensation is the cornerstone of shaping income distribution within the economy, considered one of the positive indicators for an increase in gross domestic product.

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